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ABSTRACT

Small rural school districts constitute a major portion of the public elementary and secondary sector of education. Using information from the Common Core of Data, this report focuses on the approximately 4,000 small rural school districts operating since 1986-87; their status in 1993-94; and how they changed each year during that 7-year period, drawing comparisons where appropriate to larger districts and districts in urban and suburban settings. In this report, a small district is defined as one that has less than 25 students per elementary grade and less than 100 students per secondary grade. Chapters cover the following: (1) data sources and definitions of terms; (2) enrollment size and location of small rural districts, district grade-level types, school district consolidation, and enrollment trends; (3) school characteristics (number of schools per district, school size, grade span configuration, ungraded instruction, kindergarten and prekindergarten, and school closings); (4) student characteristics (minority groups, limited English proficiency, special education, and poverty); and (5) per-pupil revenues and expenditures and student-teacher ratios. Appendices include extensive data tables and technical notes. Contains 30 references and statistical figures. (SV)

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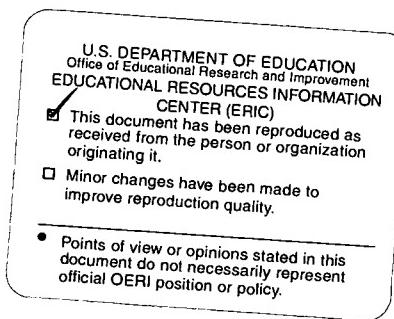
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Statistical Analysis Report

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May 1997

Characteristics of Small and Rural School Districts

Donald H. McLaughlin
Mette B. Huberman
Evelyn K. Hawkins
American Institutes for Research

Lee M. Hoffman, Project Officer
National Center for Education Statistics

U.S. Department of Education
Office of Educational Research and Improvement

NCES 97-529

U.S. Department of Education

Richard W. Riley

Secretary

Office of Educational Research and Improvement

Ramon C. Cortines

Acting Assistant Secretary

National Center for Education Statistics

Pascal D. Forgione, Jr.

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Contact:

Lee M. Hoffman

(202) 219-1621

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Characteristics of Small and Rural School Districts

Executive Summary

Overview

All public school districts in the country provide basic information to the Common Core of Data (CCD), whose files are maintained by the National Center for Education Statistics. This report makes use of CCD to examine the status of small rural school districts in 1993-94 and the processes of change in those districts over the period from 1986-87 to 1993-94.

Small rural districts constitute a major portion of the public elementary and secondary sector of education. In 1993-94, half of the 15,000 regular public school districts in America were rural, and the majority of these were small, averaging fewer than 100 students per high school grade and 25 students per elementary grade (figure 2.1 in the report). One-fourth of the districts in the nation were small and rural, and in the Midwest, South Central, and West, this proportion was more than one-third (table A2.3a). However, only one in every 40 students in the nation attended schools in small rural districts. The majority of small rural districts, like other districts, were unified (K-12) districts, but one-third were separate elementary or secondary districts (table A2.1).

Small rural districts are declining in numbers, however. Between 1986-87 and 1993-94, the number of regular public school districts in the nation decreased by 700, and 415 of these were small rural districts, whose enrollments were folded into adjacent districts (figure 2.8). This represented a net loss of 1 in 11 small rural districts in this period. Closures of small rural districts were most prevalent in the Midwest (figure 2.9); and most small rural district closures were elementary (K-8) districts (table A2.1). Contrasted with the declining numbers of districts, total enrollment increased slightly in small rural districts (figure 2.10). As a result, in small rural districts that were in existence all 8 years, the average enrollment grew by 9 percent between 1986-87 and 1993-94.

Schools in Small Rural Districts

In 1993-94, about 8,000 of the nation's 84,000 public schools were located in small rural districts (figure 3.1). Most small rural elementary districts operated a single school, while small rural secondary and unified districts usually had 2 or 3 schools (figure 3.3). Rural schools are generally small. High schools in four-fifths of all rural districts had fewer than 100 students per grade (table 3.1). Some of the schools in small rural districts were very small: a fifth of the schools in small rural districts had fewer than one teacher per grade (figure 3.4), including 64 percent of the elementary schools (figure 3.5). There were relatively few intermediate schools and many combined (K-12) schools in these districts (figure 3.7). About a quarter of the schools serving primary grades offered prekindergarten, similar to findings in other types of districts

(figure 3.8). Finally, relatively few small rural districts either offered ungraded instruction or operated alternative, vocational, or special education schools (figure 3.9).

Between 1986-87 and 1993-94, about 415 schools closed their doors as the small rural districts in which they operated closed, and 315 more were assimilated into consolidated districts. Even in small rural districts that continued to operate, there was a net closure of 92 schools. There was a tendency for small rural districts to add intermediate schools, but there was a net loss of separate elementary and high schools in these districts (figure 3.13). The number of schools in small rural districts enrolling prekindergarten students more than doubled during this period (figure 3.14), while the number offering ungraded instruction declined (figure 3.15).

Students in Small Rural Districts

In 1993-94, about 1,100,000 of the nation's 43,200,000 public school students were enrolled in small rural districts. More of the students in small rural districts were either white or Native American than elsewhere, while fewer were Asian or African American (table 4.1). Few school-aged children in small or rural districts (1.3 percent) were reported as having limited English proficiency (figure 4.6); however, slightly more of the students in small rural districts than elsewhere were reported to have Individualized Education Programs (IEPs) to address special educational needs (11.5 percent) (figure 4.7). In the South and West, but not in other regions, relatively more of the children in small rural districts were living in poverty (table 4.8).

During the latter part of the period from 1986-87 to 1993-94, enrollments increased in small rural districts, although not as fast as elsewhere. Although percentages of minority enrollment increased by 10 percent overall (from 31 percent to 34 percent of all public school students), they remained virtually constant in small rural districts, at about 12 percent (table A4.1b). While the percentage of Native Americans in small rural districts grew, the percentages of Asians and African Americans in these districts declined (figure 4.11). Finally, from 1987-88 to 1993-94, there was a gradual increase in the proportion of students with Individualized Education Programs (IEPs) in small rural districts, as well as in other types of districts (figure 4.12).

Revenue and Expenditures in Small Rural Districts

In the nation as a whole, there were no substantial discrepancies in per-pupil revenues and expenditures between small rural districts and other districts; however, revenues and expenditures were substantially lower in large rural districts. In 1992-93, revenue per pupil in small rural districts was about \$6,200, and expenditures per pupil were about \$6,000. This was about \$200 to \$400 more than in large nonrural districts (figures 5.1, 5.2). However, per-pupil revenue and expenditures were only about \$5,200 in large rural districts. Per-pupil spending varied substantially between regions: most notably in the West, where small rural districts spent nearly \$2,000 more per pupil more than other districts did (table 5.1).

Nearly half the revenue in small rural districts came, each, from local and state sources, with about 7 percent from the federal government (figure 5.5). In large rural districts, by comparison, a much smaller share came from local sources. About two-thirds of the current expenditures in small rural districts were for core instruction, slightly less than elsewhere (figure 5.6). Nevertheless, ratios of students to teachers were lowest in small rural districts, ranging from 12 in top quartile spending districts to 15 in bottom quartile spending districts (figure 5.9).

Adjusted for inflation, finance trends between 1989-90 and 1992-93 were minor, although there were a few patterns. The slightly greater spending in small rural districts, compared to other districts in 1992-93, was more noticeable than it was 3 years earlier (figure 5.11). In the South Central region, per-pupil revenues in small rural districts rose, but in the Northeast, per-pupil expenditures declined somewhat (table 5.3). In the nation as a whole, however, no substantial trends in per-pupil revenue or expenditures or in student/teacher ratios characterized small rural districts.

1. Introduction

While most of the population of the United States lives in urban settings, millions of citizens live in vast rural areas. This diversity has important implications for public schooling, not only in terms of goals of schools and characteristics of the community but also in terms of logistics. School districts must serve a sufficiently large population to obtain funding to enable purchasing of resources, hiring teachers, and offering a range of courses and services. However, when the population is widely dispersed, districts face problems with keeping the community involved, transporting students over great distance, and maintaining small schools.

Using accepted, common sense definitions of "small enrollment" and "rural setting,"¹ more than 1 in 4 of the 14,648 regular public elementary and secondary school districts in the United States were small districts in rural settings in the 1993-94 school year,² although only 1 in 40 of the nation's 43 million public school students attended schools in these districts. In order to provide information on the characteristics of this substantial segment of American education, the National Center for Education Statistics (NCES) has developed this summary report, based on information about small rural districts contained in the Common Core of Data. This report focuses on the 4,000 small rural districts operating since 1986-87, their status in 1993-94, and how they changed each year from 1986-87 to 1993-94, drawing comparisons where appropriate to larger districts and districts in nonrural (urban and suburban) settings.

Four sections summarize information concerning, respectively, (1) the geographic distribution of small rural districts, (2) the characteristics of schools in these districts, (3) the characteristics of students in these districts, and (4) revenues and expenditures in these districts. The first section focuses on the district as a unit and presents information on such matters as the total numbers of small rural districts, where they are located, how many students are enrolled, and their rate of closure and consolidation.

The second section focuses on schools in small rural districts, how many schools are in each district, how small they are, what grade levels they serve, and how many of them were closed between 1986-87 and 1993-94.

¹ The standard NCES definition of "rural," based on Census-defined locales of schools in a district, was used; and "small" districts were those with enrollment averaging fewer than 25 students per elementary grade and fewer than 100 students per secondary grade served, in 1987-88 or the first year of operation if that was later than 1987-88.

² There were additional school districts on the CCD file, not included in this report. However, they were either non-regular school districts or districts with no students. In 1993-94, for example, 1,717 districts were excluded for this report. Of these, 5 were in outlying territories (enrolling an aggregate 707,507 students); and the remainder either enrolled no students (330), were nonregular (409), or both (956), or had undefined grade spans (17). Although there are no definitive data on which nonregular districts were rural, of 409 nonregular districts, such as regional units or administrative components of supervisory unions, enrolling 165,322 students, 201, enrolling 37,724 students, were not in Metropolitan Statistical Areas.

The third section looks at the students attending schools in small rural districts. The focus in this section is on racial and ethnic distributions, percentages of Limited English Proficient (LEP) children and students with Individualized Education Programs (IEPs) under the Individuals with Disabilities Education Act (IDEA), and percentages of children in poverty.

Finally, in the fourth section the focus is on revenues and expenditures: their sources, how they are used, and their translation into student/teacher ratios.

Full tabulations of means and percentages are shown in 45 tables in appendix A. The tables are numbered according to the chapter in the report in which their contents are discussed.

Data Sources

The primary sources of data for these analyses are the NCES Common Core of Data (CCD) School and Education Agency Surveys for the years 1986-87 to 1993-94. These data were merged with the decennial 1990 U.S. Census information mapped to school district boundaries (the School District Data Book) and the Bureau of Census F-33 Survey of Local Governments for the years 1989-90 to 1992-93. CCD data were edited to create a consistent longitudinal file for this report, and missing data in these files were imputed. For districts whose CCD records were missing one or more fields in a year or had unreasonable values based on comparisons to other years or other fields, values were imputed statistically. In most cases, these imputations were based on the districts' responses in other years. Details of this process are described in Appendix B.

Definitions of Terms

A common definitional framework is needed for discussions about schools in rural areas. Past studies have used several alternative units of analysis to discuss public education in rural areas, most commonly schools, school districts, or counties. Although schools are the final delivery point for education and counties are a relatively stable government whose boundaries do not overlap, the school district is the primary unit of concern in most educational policy matters (Stephens 1988). School districts are local,³ relatively stable over time, and the agencies most directly responsible to the citizens of the community for educating its children. They are the basic unit selected for attention in this report.

It is important to note that focusing on small rural districts is not the same as looking at small schools in rural settings. In this report, a district's "ruralness" depends on the proportion of its schools that are in rural locales. Thus, a small school located in a rural section of a large district with some urban areas would not be included in this report. For example, in 1993-94, there were approximately 9,500 small rural *schools* in the United States, but only about 6,000 of these schools were in small rural *districts*. Rural *districts* are also different from rural *counties*: although there are

³ Regular public school districts divide the nation into about 14,000 generally nonoverlapping areas. In some cases, however, separate elementary and secondary districts serve the same community.

many countywide districts in the nation, only about 100 of the 4,000 small rural districts are countywide districts.

Definition of Rural School Districts. The meaningfulness of the findings in this report depends on where the line is drawn between "rural" and "nonrural" school districts. If "rural" is defined too broadly, then it becomes a diffuse concept including all but the districts in metropolitan areas. If defined too narrowly, it may omit districts which a consensus would agree are rural. A categorization is needed which will bring the differences between rural and nonrural districts into sharp focus.

Before 1900, when the United States was mainly an agrarian society, "rural" simply meant a farming community. At that time, most of the population attended rural schools. But by 1918, the urban population had exceeded that of the population in rural areas, and it became important to attend to the educational problems facing rural communities. However, it also became clear that there was no single "rural" school district type (Stern 1994). In its decennial survey, the Census Bureau has defined "rural" as a residual category of *places* "outside urbanized areas in open country, or in communities with less than 2,500 inhabitants," or where the population density is "less than 1,000 inhabitants per square mile." The data used for the CCD categorization of school locales are based on the 1980 Census.

NCES has applied this concept of a rural setting to individual schools, based on the addresses of the schools. In this report, a school district is defined as rural based on the locale codes (see Appendix B) assigned to the schools operated by the district. Essentially, according to NCES's standard definition, a school district is called rural if that is the most common school locale; that is, if more schools in the district were located in rural locales than in any of the other six categories of locale (small and large towns, mid-size and large central cities, and fringes of mid-size and large cities). By this definition, in 1993-94, 45 percent of the nation's regular public school districts were rural. If districts with small town locales had been added to the set, 73 percent of all districts would have been included. To avoid diffusion of the concept of rural districts, small town districts were not considered rural in this report.

Definition of Small School Districts. The meaningfulness of the findings in this report also depends on where the line is drawn between "small" districts and districts that are not to be considered small. Although the size of the geographic area served by a school district imposes constraints on the services to that must be provided, the single measure of size that is most relevant to district operation is enrollment, or membership. In 1993-94, the median enrollment in regular public school districts was 1,000 students, and one quarter of the districts had fewer than 350 students. Because the purpose of this report is to focus on small rural districts, not all rural districts, a criterion threshold for enrollment that distinguishes districts whose smallness creates constraints on operation is needed.

Total enrollment does not provide the best indicator of being small because some districts serve only elementary or only secondary grades. A K-6 district that serves 350 students might not be considered small, because it has 50 students at each grade level and even as few as 20 or 30 are sufficient to make maximal use of an elementary school teacher. However, a K-12 district with 500

students might be considered small because it would have only about 40 students in each high school grade, too few to offer a sufficiently broad range of course choices. Conant (1959) developed a widely accepted criterion that the size of the graduating class in a high school should be at least 100 to support a quality educational program.

In this report, a small district is defined as one having fewer students in membership than the sum of (a) 25 students per grade in the elementary grades it offers (usually K-8) and (b) 100 students per grade in the secondary grades it offers (usually 9-12). Therefore, a district's classification as "small" depends upon both the total number of students it serves and the grade levels it offers. Many comparisons in this report are made between districts that are small and ones that are not small. In those cases, the term "large" is sometimes used. However, it should be made clear that when the term "large" is applied to school districts in this report, it is an abbreviation for "not small."

In 1993-94, as shown by the counts in table A2.1 in appendix A, 54 percent of the 3,334 elementary districts in the nation were small by this definition of "small," compared to 41 percent of the 631 secondary districts and 28 percent of the 10,638 unified districts. Among rural districts, 60 percent were small.

This definition of "small" is meaningful in terms of staffing constraints faced by districts, but it is somewhat skewed for unified districts because, although the threshold is different for elementary and secondary grades, actual enrollments within a district tend to be similar for all grades. Unified (usually K-12) districts are defined as small, as are other districts, by the comparison of their total enrollment to the sum of 25 per elementary grade and 100 per secondary grade; this creates a threshold for definition of a K-12 district as "small" of 625 in total enrollment, or about 50 students per grade. A unified district with 780 students, which would be expected to have about 60 students per grade, would *not* be defined as small, although its high school enrollment, taken separately, might well be fewer than 100 per grade. For purposes that would focus on the secondary grade criterion for "smallness," a parallel set of analyses were also carried out with an expanded definition of "small" that included all unified districts with fewer than 100 students per secondary grade (9-12). In 1993-94, 50 percent of the nation's unified districts were small by this definition; and among all rural districts, 80 percent were small. The results are summarized in Appendix B.

In addition, in several states, especially in the southeastern region of the country, all of the small rural schools have been consolidated into large, in many cases countywide, districts. Using the primary definitions for rural and small, although more than a quarter of the districts in Alabama, Delaware, Louisiana, Maryland, North Carolina, and West Virginia are rural, there are no *small* rural school districts in these states. These small schools in large rural districts are, by definition, not included in the picture of small rural districts, although they face many of the same challenges that schools in small rural districts do. To broaden the picture of small rural public education in America, analyses of small rural districts for this report were repeated including "large rural districts with a majority of small schools" along with small rural districts. Although this resulted in virtually no qualitative changes in the statements in the report, footnotes indicating differences appear at the end of each chapter.

Regions. For the purposes of this report, some results are presented for separate regions of the United States. The standard four-region breakdown used by the National Center for Education Statistics has been altered to reflect unusual state-by-state diversity in the southern region: three states, Texas, Arkansas, and Oklahoma, are presented as a separate "south central" region. In 1993-94, these three states had 815 small rural districts, compared to a total of 16 in the thirteen other states in the standard southern region. Because it would be misleading to label results based almost entirely on those three states as referring to the entire southern region, a five-region categorization is used. The state-by-state regional categorization is specified in Appendix B.

Longitudinal Measurement. There was attrition of roughly 1 percent of the regular public school districts each year between 1986-87 and 1993-94, so that in any year about 99 percent of the public school districts were the same ones that existed in the preceding year. Therefore, the CCD universe file can be used for longitudinal studies of the ways in which individual districts changed from year to year. However, the possibility of ambiguity arises when housing developments move into formerly rural areas and enrollments rise above the threshold for defining "small," or when an exodus of families seeking new jobs causes a district to become small. A choice must be made whether (a) to report the progress of districts once called small and rural or (b) to report on the characteristics of districts that are small and rural each year.

Viewing the progress of districts defined once as small and rural leads to different conclusions from those that follow from a cross-sectional view. For example, if we wish to determine whether enrollment increased or decreased in small rural districts over time, the trend would be hidden if those districts that crossed the threshold from "small" to "not small" when they gained students were, as a result, not counted in the enrollments in small districts after that. Trends in school closures, in revenues and expenditures per student, and in student/teacher ratios would be similarly distorted if districts that were counted as small and rural in one year were counted as nonrural or nonsmall in another year.

Although cross-sectional counts are also valuable, many questions about change cannot be addressed without a constant classification of the units of analysis. In order to provide an unambiguous definition for the examination of changes in small rural school districts over time, each district in the data set was defined once as small and rural, using locale in 1990 and enrollment and grade span in 1987-88 (or in a few cases, in the first year of its existence). In this way, trends in small rural district characteristics are descriptive of events occurring in those districts. For example, the finding (see chapter 2) that the net loss of small rural districts during this period was greatest in the Midwest is a meaningful description of district closures because none of this net loss can be attributed to the growth of districts out of the small category in the Midwest.

There were many consolidations of small rural districts during the period; and as a result, there was a net loss of 415 small rural districts between 1986-87 and 1993-94. Therefore, the specific districts included in tables in this report differ over the years. As described in appendix B, an attempt was made to link closing districts to the districts with which they merged, based on geographic location and enrollment changes. Although this attempt was only partially successful, it was clear that nearly all regular districts added to the CCD file between 1986-87 and 1993-94 were created from the consolidations of other districts; that is, they were not really "new" districts. Only

a handful of "new" districts were created through splitting of previously existing districts. As a result, virtually the only discrepancies from a fully longitudinal study of a single sample of small rural districts are the few cases in which two small rural districts might merge into a single, new district that is not small.

2. Small Public School Districts in America's Rural Locales

In 1993-94, half of the regular public school districts in America were rural, and the majority of these were small, with a total enrollment of fewer than 100 students per high school grade and 25 students per elementary grade (figure 2.1). One-fourth of the districts in the nation were small and rural, and in the Midwest, South Central, and West, more than one-third were (table A2.3a). However, only one student in forty in the nation attended schools in small rural districts. The majority of small rural districts, like other districts, were unified (K-12) districts, but one-third were separate elementary or secondary districts (table A2.1).

Between 1986-87 and 1993-94, the number of regular public school districts in the nation declined by 700, and most closures were small rural districts (figure 2.7). Among small rural districts, 1 in 9 closed during this period. However, due to the creation of some new districts out of consolidations, the net loss was 415 districts, or 1 in 11 (figure 2.8). Closures of small rural districts were most prevalent in the Midwest (figure 2.9); and most small rural district closures were elementary (K-8) districts (table A2.1). Contrasted with the declining numbers of districts, total enrollment increased slightly in small rural districts (figure 2.10). As a result, focusing only on districts that were in existence all 8 years, the average surviving small rural district had 9 percent more students in 1993-94 than it had in 1986-87.

Background

While the majority of public elementary and secondary schools experienced declining enrollments during the 1970s and early 1980s, rural schools, already serving small numbers of pupils, experienced the greatest percentage reduction of enrollment (Salmon 1990). In many districts, the decline in enrollment was sufficient to require closure or consolidation. In the last half of the 1980s, rural schools and the districts in which they were located continued to decline in numbers, as well as in enrollment. In this chapter, a picture of the status of small rural districts in America in 1993-94 is presented, including geographic information and the age categories of students served (elementary, serving children roughly from 4 to 13, secondary, serving children roughly from 13 to 18, or combined). Following the status picture, a description of trends over the 7 years leading up to 1993-94 is presented.

Small Rural Districts in 1993-94

Nearly half (46 percent) of the 14,648 regular public school districts in America were located in rural areas in 1993-94;⁴ and more than 60 percent of rural districts were small. Thus, there were 4,238 small rural districts in the country (table A2.1).⁵ As shown in figure 2.1, there were also 814 small districts in nonrural areas, but these constituted only 11 percent of all nonrural districts. Clearly, it is primarily in rural areas that one finds small school districts in America. In towns and cities, where people could make a choice to form large districts or split their schools into small districts, they rarely opted for small districts.

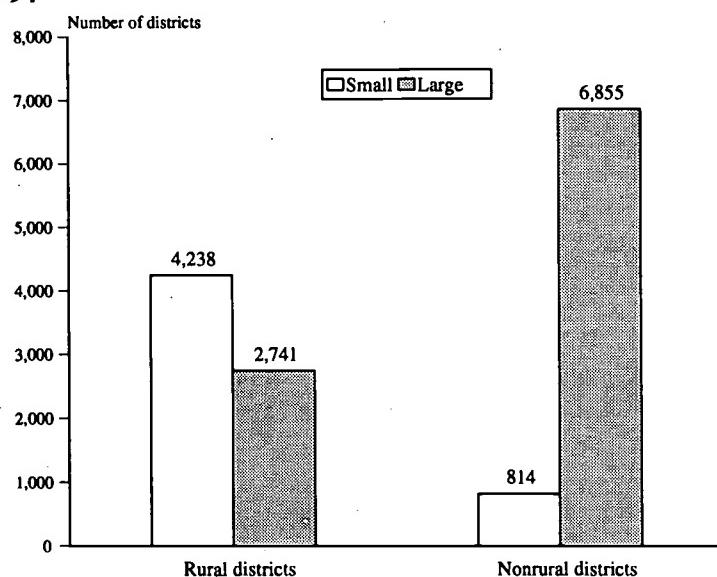
Small rural districts are found in many states, but their concentration is much greater in some regions than in others, as shown in Figure 2.2. Nearly half (47 percent) of the 4,238 small rural districts were located in the Midwest in 1993-94,⁶ where 36 percent of all school districts were small and rural. Similar percentages of school districts in the South Central (43 percent) and West (35 percent) were small rural districts, but a smaller percentage of districts were small and rural in the Northeast (14 percent), where population density is greatest; and in the Southeast, where the majority of rural districts were large, only 16 (1 percent of all districts in the region) were small and rural. There were five states in which two-thirds or more of the districts were both small and rural: North Dakota (87 percent), South Dakota (75 percent), Montana (75 percent), Nebraska (71 percent), and Alaska (67 percent). Percentages for all states are presented in table A2.4b in appendix A.

⁴ The analyses include regular public school districts only. Thirty-three districts that did not specify their grade ranges in any year are excluded from analyses.

⁵ For a discussion of how size and location of schools districts are defined, see chapter 1. Briefly, rural status is based on the modal Common Core of Data and U.S. Census classifications of locales of schools in district; and smallness is based on a total enrollment of fewer than 25 students per elementary grade and 100 students per secondary grade.

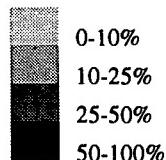
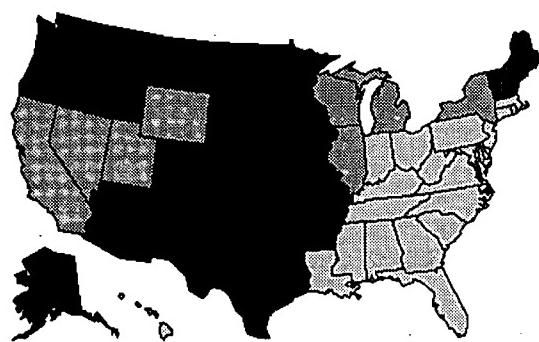
⁶ Counts of small rural and other districts by region are shown in table A2.3. This and other supporting tables can be found in appendix A.

Figure 2.1. Total numbers of small and large public school districts in rural and nonrural areas in 1993-94



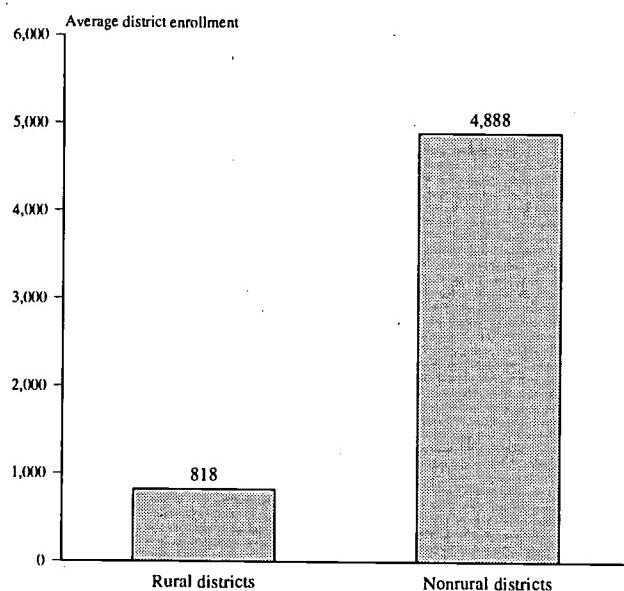
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of

Figure 2.2. Percentages of districts that were both small and in rural locations, by state, in 1993-94



These numbers suggest that small rural school districts make up a major portion (28 percent) of all school districts in America, but they enroll far fewer students than other districts. The 1,131,000 students enrolled in small rural districts in 1993-94 constitute only about 1 student in 40 in the United States (see table A2.2 in appendix A for complete data). As shown in figure 2.3, the average size of rural districts, large and small, was only about 800 students, compared to an average of nearly 5,000 in nonrural districts.⁷ Of course, small rural districts, by definition, had even fewer students, averaging about 250 per district.

Figure 2.3. Average enrollment size of school districts in rural and nonrural locations in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Consideration of the sizes of districts requires information about the grade levels served. Using this report's definition of "small," a small elementary district serving grades K-8 might have between 1 and 224 students, a small secondary district serving grades 9-12 might have between 1 and 399 students, and a small unified district serving all 13 grades might have as many as 624 students. The preponderance of districts in the country (73 percent in 1993-94) are unified, but various comparisons between small rural and other districts are affected by the percentages of districts in each category that are elementary, secondary, or unified.

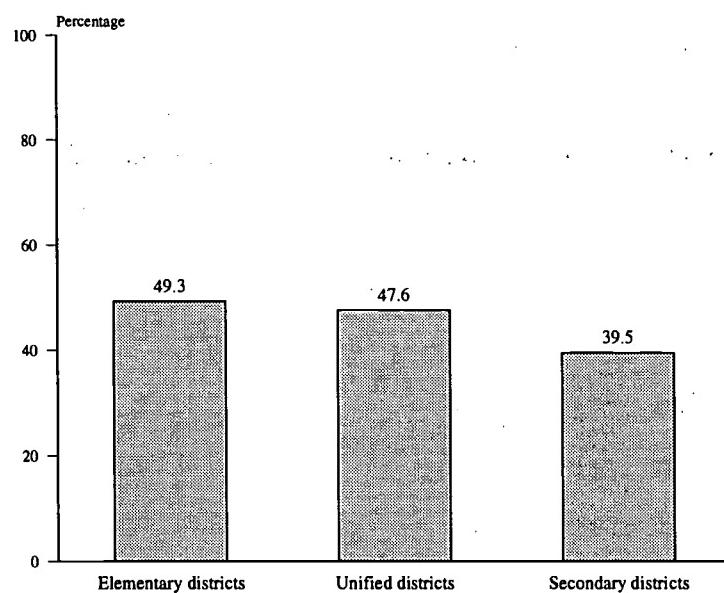
District Grade Level Types. In 1993-94, 49 percent of elementary districts and 48 percent of unified districts were rural, compared to 40 percent of secondary districts, as shown in figure 2.4. This difference suggests that either (a) in many rural areas, students were attending elementary schools in rural areas but were transported to high schools located in separate districts in towns or cities or (b) in rural areas more than nonrural areas, multiple separate elementary districts were

⁷ Corresponding median enrollments were 434 and 2,039, respectively.

"feeders" into other rural secondary (or unified) districts for secondary education. Aggregate enrollments in elementary and secondary (i.e., nonunified) districts in rural and nonrural areas can shed light on these possibilities. As shown in figure 2.5, there were 294,000 students in elementary districts in rural areas and 70,000 students in secondary districts, compared to 2,268,000 in elementary and 964,000 in secondary districts in nonrural areas.

The preponderance of elementary districts that are K-8 and of secondary districts that are 9-12 suggests that there are a total of 33,000 students in each grade in elementary rural districts and only 17,000 students in each grade in secondary rural districts. In nonrural districts, there were about 252,000 students in each grade in elementary districts and 241,000 students per grade in secondary districts. The apparent attrition in rural districts, from 33,000 in elementary grades to 17,000 in secondary grades, exceeds that in nonrural districts by so much that it cannot be explained in terms such as increasing birth cohorts. Apparently, a large proportion of students enrolled in elementary rural districts did not go on to high school education in secondary rural districts. They either transferred to rural unified districts or to nonrural districts.

Figure 2.4. Percentages of elementary, secondary, and unified districts that were in rural locations in 1993-94

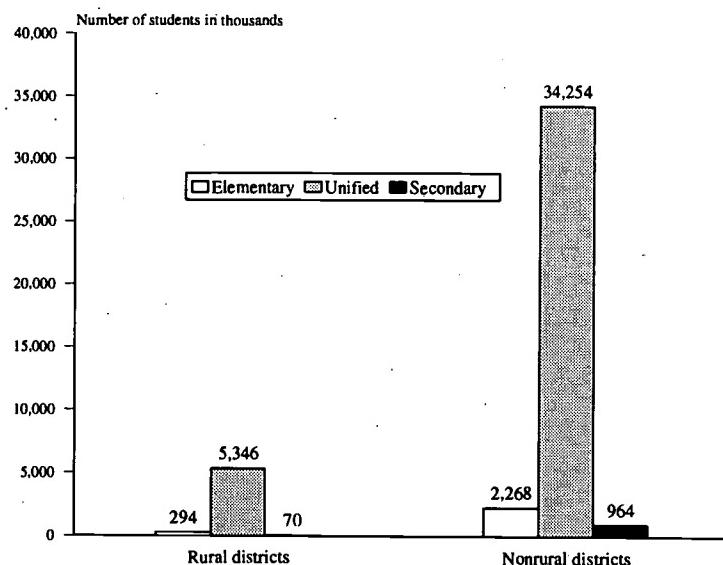


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

In rural areas, 78 percent of the elementary districts and 84 percent of the secondary districts were small in 1993-94, but only 54 percent of unified districts were small, as shown in figure 2.6. There were large percentages small districts among all three types in rural areas, although the smallest districts were elementary.⁸ In contrast, in nonrural areas, it was only among elementary

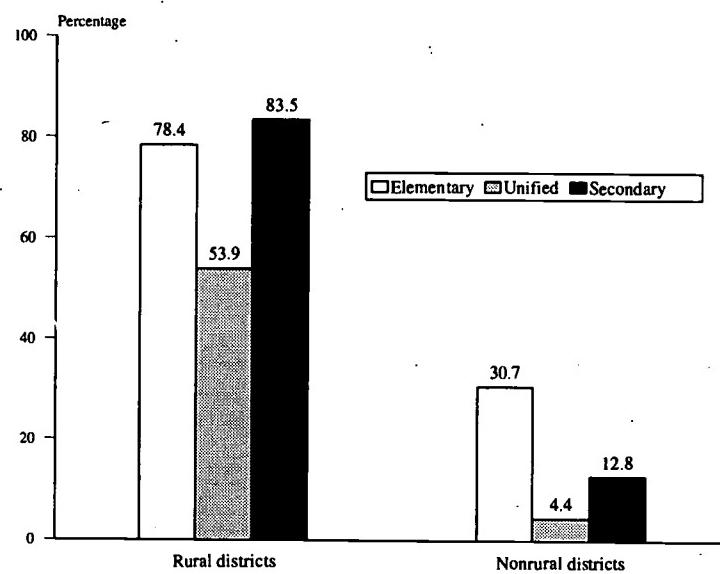
⁸ The difference between secondary and unified districts is due primarily to the definition of "small:" a secondary district with 50 to 90 students in every grade would be considered small but a unified district would not.

Figure 2.5. Total numbers of students in elementary, secondary, and unified districts in rural and nonrural areas in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Figure 2.6. Percentages of elementary, secondary, and unified districts in rural and nonrural areas that were small in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

districts that a substantial percentage of small districts could be found (31 percent). Only 13 percent of secondary and 4 percent of unified nonrural districts were small. Although cities and towns might break up their elementary schools into separate, small districts, local education agencies serving secondary grades rarely did so: the value of a larger size is more important in later grades, where students with different interests and aptitudes expect more curricular choices.

Trends in Small Rural Districts from 1986-87 to 1993-94

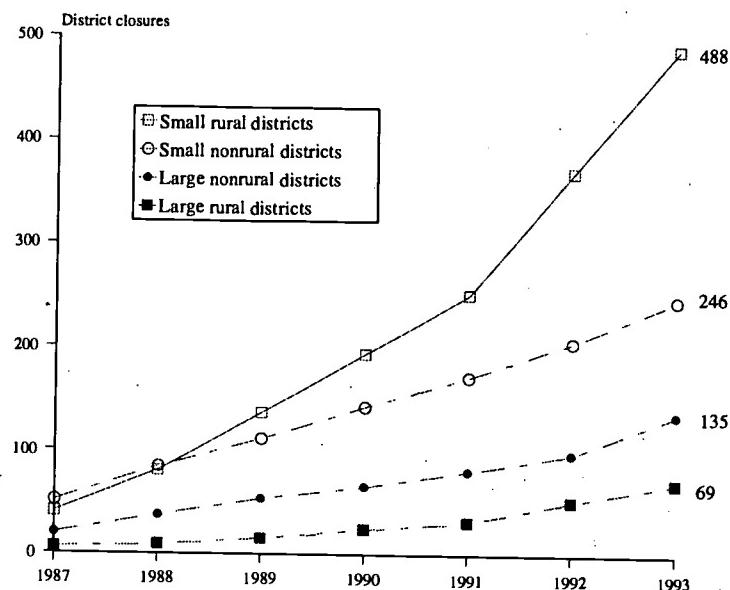
The snapshot of small rural districts in 1993-94 is one slice from a longitudinal trend, and findings of reliable trends over the preceding 8 years may provide the basis for guesses as to what the snapshot will show in the remainder of the 20th century. The Common Core of Data contains information about virtually all public school districts in the country, and information about changes in individual districts can be followed over the years.

This section, like similar sections in later chapters, examines trends in small rural districts—do they close, do they gain or lose students, how do they change? To support this purpose, each school district is classified as small and rural once for the entire period, even though its enrollment may grow past a threshold or a town may sprout up around it during the period. The classification is based on the earliest year of the period in which the district was in operation—except that the size determination (small or not small) was based on 1987-88 enrollment, rather than 1986-87 enrollment, due to the substantially greater amount of missing data requiring imputation in 1986-87, the first year of the most recent Common Core of Data series. Also, 1990 Census data played a major role in the determination of whether a district was located in a rural locale.

The most critical event that can happen to a school district is closure, with students assimilated into a nearby district or schools consolidated with a nearby district to form a “new” district. As shown in figure 2.7, about as many closures of small rural districts occurred between 1986-87 and 1993-94 as in all other categories of districts combined. Generally, districts that closed were small districts, whether they were rural or nonrural: only 2 to 3 percent of large districts closed. Finally, closures of small rural districts were not uniform over this period: almost half (237 out of 488) occurred, in fact, between 1991-92 and 1993-94.

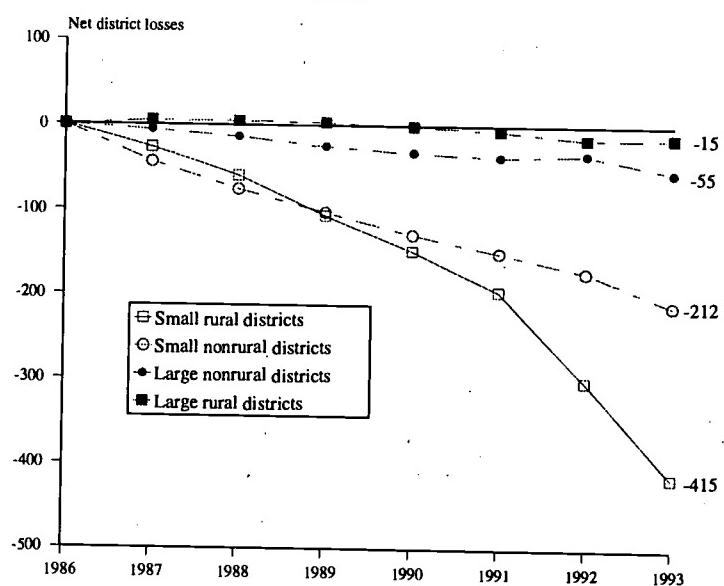
Some district consolidations resulted in the creation of a “new” district, and in a handful of cases, a district split into two districts, also creating “new” districts. Therefore, net losses of small rural and other districts were less than the total numbers of closures. As shown in figure 2.8, net losses amounted to 9 percent in small rural districts. By contrast, there was less than 1 percent net loss of large school districts over this period. Finally, it should be noted that over half of the net loss in small rural districts (219 of 415) occurred between 1991-92 and 1993-94.

Figure 2.7. Cumulative numbers of small and large school district closures between 1986-87 and 1993-94 in rural and nonrural areas



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

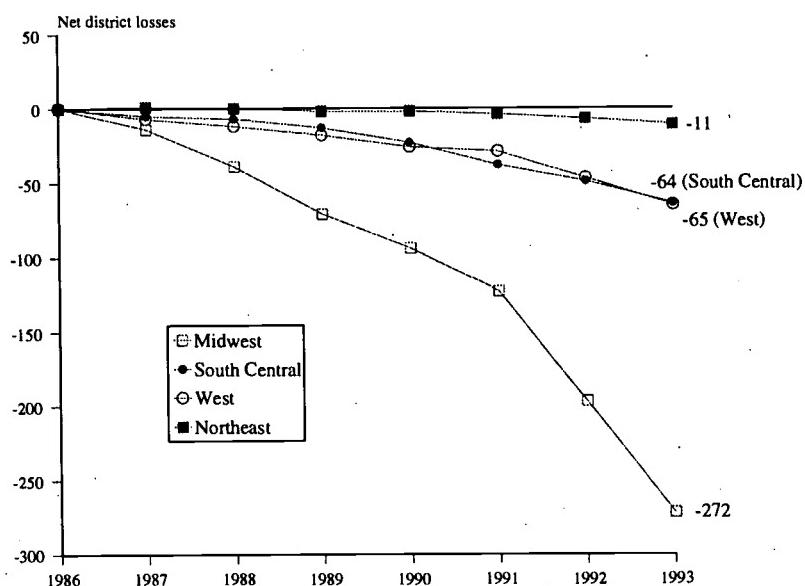
Figure 2.8. Cumulative net losses in numbers of small and large school districts between 1986-87 and 1993-94 in rural and nonrural areas



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

The greatest losses in small rural districts, both in raw numbers and percentages, were in the Midwest, where there was a net loss of 272 small rural districts (12 percent) between 1986-87 and 1993-94, as shown in figure 2.9. (In the Southeast, not shown in the figure, 3 of the 19 small rural districts closed.) In some states, the net loss of school districts was confined almost entirely to small rural districts, while in others, there were substantial net losses in other types of districts as well. In Iowa, South Dakota, North Dakota, and Minnesota, combined, there were 123 fewer small rural districts in 1993-94 than there had been in 1986-87, but these states lost only 3 other districts on balance. On the other hand, in Montana, Nebraska, Oklahoma, and Illinois, the net combined loss of 233 small rural districts was nearly matched by a net loss of 167 other districts. Clearly, patterns of closures and losses of districts varied between states, suggesting different factors at work.

Figure 2.9. Cumulative net losses in numbers of small rural school districts between 1986-87 and 1993-94, by region



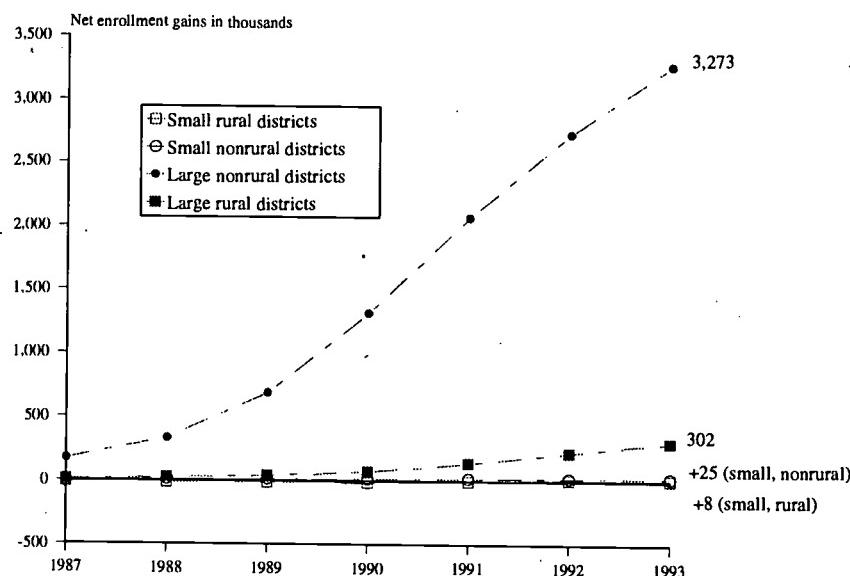
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

One might expect losses of school districts to be proportional to losses in school-aged populations, but in the period from 1986-87 to 1993-94, the total enrollment in American public schools rose from 39,600,000 to 43,200,000, a gain of 9 percent. Granted, these gains were not spread uniformly across rural and nonrural districts, but, as shown in figure 2.10, there were even small gains (cumulatively, 8,000 students) in small rural districts. Overall, these gains took place primarily in the last half of the period under study, and among small rural districts, a loss of 16,000 students between 1986-87 and 1990-91 was followed by a gain of 24,000 students in the next 3 years.

Taken together, declines in numbers of districts coupled with increases in numbers of students mean that the average enrollment size of school districts increased over this period. In both small rural districts and other districts, there was a 9 percent average increase in the enrollment of

school districts (if they did not close). To the extent that rural schools might feel pressures due to their minimal numbers of students, this is good news. The average size of rural school districts rose from 730 to 820, while the average size of nonrural school districts rose from 4,300 to 4,900. These changes gave district administrators both the opportunity and need to take actions to deal with increased enrollments, which are discussed in later chapters.

Figure 2.10. Cumulative net gains in numbers of students enrolled in small and large school districts in rural and nonrural locations, between 1986-87 and 1993-94



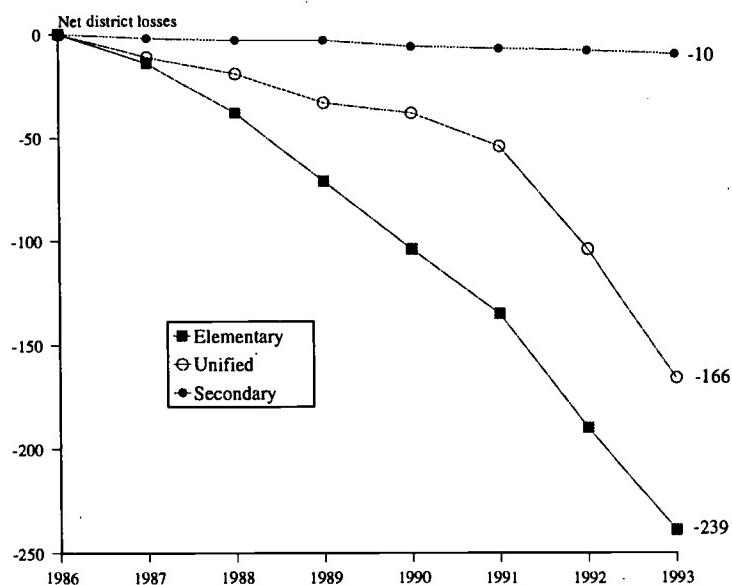
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Net Loss by District Grade Level Types. Net losses of small rural districts were greatest among elementary districts: as shown in figure 2.11, there were 16 percent fewer small rural elementary districts in 1993-94 than there were in 1986-87, and this loss accelerated over the period of observation. Extrapolating to the future in a straight line, one would expect the number of small rural elementary districts to be only half their 1993-94 numbers by 2013-14.

At the same time that small rural elementary districts were declining in numbers, the total number of students in these districts remained roughly constant. Therefore, the average enrollments in these districts increased, as shown in figure 2.12. An average surviving small rural elementary district had 7.8 students per grade in 1986-87, and this average increased to 9.2 in 1993-94. To put this in context, the average surviving large nonrural elementary district had 168 students per grade in 1986-87, and this average increased to 208 in 1993-94.⁹ Although these represent roughly the

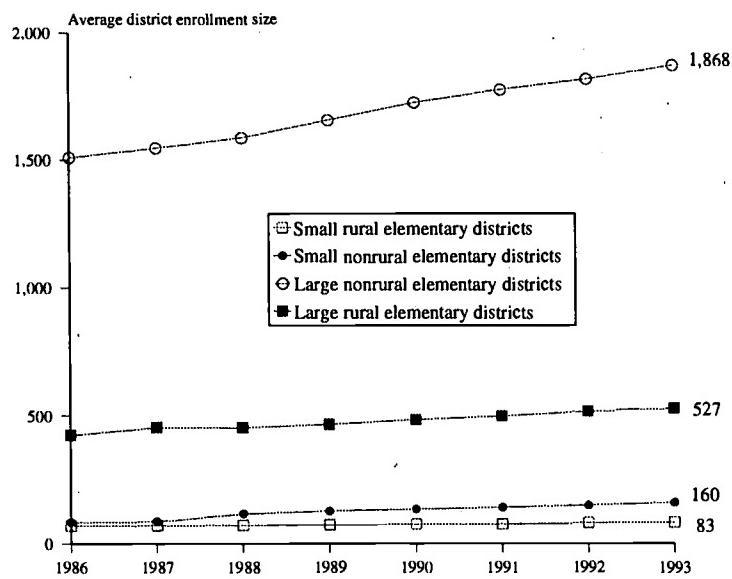
⁹ When the comparison is based on the same set of districts in 1986-87 and 1993-94, the average increase in a small rural district is from 9 to 10 students per grade, compared to an increase from 171 to 212 students per grade in large, nonrural districts.

Figure 2.11. Cumulative net losses in numbers of elementary, secondary, and unified small rural school districts, between 1986-87 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Figure 2.12. Increases in average enrollment sizes of small and large elementary school districts in rural and nonrural locations, between 1986-87 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

same percentage increases, they have quite different policy implications for district administrators—in the case of small rural districts, the increase may help to ensure economic viability; in the case of large nonrural districts, it is likely to lead to pressures for capital outlay to build a new elementary school.

Summary

A snapshot of American school districts in 1993-94 reveals the following patterns.

Half of the regular public school districts in America are rural, and the majority of these are small. The largest concentrations of small rural districts are in the Midwest, South Central, and West, where more than one-third of the districts fall into this category. There were few small rural districts in the Southeast. In the 13 states in the Southeast, there were only 16 small rural districts. Although 1 in 4 districts in the country is small and rural, these districts enroll only on in every 40 students. The majority of small rural districts, like other districts, are unified (K-12) districts.¹⁰

Extending the picture to the longitudinal trends over the preceding 7 years reveals additional patterns.

Most school district closures in the country were small rural districts. Among small rural districts, 1 in 9 closed during this period. However, due to openings, the net loss was 1 in 11. The highest rates and numbers of closures of small rural districts were in the Midwest; and most closures of small rural districts were among elementary (K-8) districts. Contrasted with the declining numbers of districts, total enrollment increased slightly in small rural districts. As a result, the average surviving small rural district was 9 percent larger in 1993-94 than it was in 1986-87.¹¹

The distributions of schools in districts and the ways in which districts dealt with changing conditions are discussed in the next chapter.

¹⁰ If the definition of small rural education were expanded to include large rural districts with a majority of small schools, an additional 254 districts would have been included. In particular, in the states in the South other than Texas, Oklahoma, and Arkansas, the total number of small rural districts would be increased from 16 to 54. The added districts had, by definition, larger total enrollments, so that under the expanded definition, small rural districts enroll 1/30 of the nation's students.

¹¹ With the expanded definition of small rural education, including 254 additional districts, the net loss of small rural districts remained at 415 but the total growth in enrollment in small rural districts was about 23,000, rather than 8,000, which meant that the average surviving small rural district experienced an 11 percent increase in enrollment.

3. Characteristics of Schools in Small Rural School Districts

In 1993-94, about 8,000 of the nation's 84,000 public schools were located in small rural districts (figure 3.1). Most small rural elementary districts operated a single school, while small rural secondary and unified districts usually had 2 or 3 schools (figure 3.3). High schools in four-fifths of all rural districts had fewer than 100 students per grade (table 3.1). Some of the schools in small rural districts were very small: a fifth of the schools in small rural districts had fewer than one teacher per grade (figure 3.4), including 64 percent of the elementary schools (figure 3.5). There were relatively few intermediate schools and many combined (K-12) schools in these districts (figure 3.7). About a quarter of the schools serving primary grades offered prekindergarten, similar to findings in other types of districts (figure 3.8). Finally, relatively few small rural districts either offered ungraded instruction or operated alternative, vocational, or special education schools (figure 3.9).

Between 1986-87 and 1993-94, about 415 schools closed their doors as the small rural districts in which they operated closed, and 315 more were assimilated into consolidated districts. Even in small rural districts that continued to operate, there was a net closure of 92 schools. There was a tendency for small rural districts to add intermediate schools, but there was a net loss of separate elementary and high schools in these districts (figure 3.13). The number of schools in small rural districts enrolling prekindergarten students more than doubled during this period (figure 3.14), while the number offering ungraded instruction declined (figure 3.15).

Background

This chapter describes characteristics of schools in small rural districts during the years from 1986-87 to 1993-94. Characteristics such as school size, educational focus (e.g., vocational education and alternative education), and grade structures are influenced by different historical, social, political, and economic factors. Many district and school reform efforts made in response to problems such as declining enrollments, low academic performance, and funding limitations alter school and grade structures. Although some rural districts and schools have turned to alternatives such as regional cooperatives and the use of telecommunication for delivering curricula in order to provide quality educational services for their children, Sher (1995) has pointed out that, in recent years, whereas in

certain parts of metropolitan America such innovations as "schools-within-schools," decentralization, school/community partnerships, and more personalized teaching and learning strategies are being enthusiastically embraced, ... much of rural America (where ironically, many of these metropolitan "innovations" were first developed) is still being coerced into accepting school consolidations and school district mergers as the cornerstone of rural school reform (Barker 1991; DeYoung and Howley 1990; Monk 1991; Phelps and Prock 1991).

Others concur with Sher, and as Haller and Monk (1988) suggest, there are "inconsistencies between modern and traditional views of school size and . . . the traditional view is likely to dominate modern reform efforts in rural areas." The traditional view, according to Haller and Monk, favors consolidation.

Schools in Small Rural Districts in 1993-94

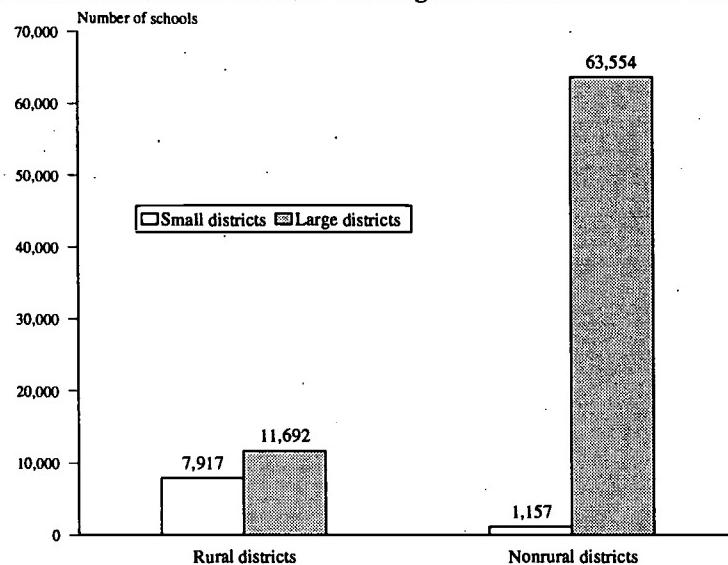
In 1993-94, 23 percent of the nation's public schools were located in rural districts, and 40 percent of those were in small districts. As shown in figure 3.1, 7,917 of the nation's 84,320 schools were located in small rural districts. Since there were 4,238 small rural districts in all, on average, a small rural district would have 1.9 schools. In fact, as shown in table A3.8 (in appendix A),¹² more than one-third (1,520) of these districts had one elementary school and one high school, and the next two most frequent types of small rural districts consisted of either a single elementary school (1,185 districts) or a series of one elementary, one intermediate, and one high school (462 districts).

The average number of schools in other districts was 7.3. Part of the reason for the smaller average number of schools in small rural districts is that more of these districts are separate elementary or secondary districts, rather than unified districts. Unified districts are much more likely

¹² Table A3.8 lists all combinations of elementary, intermediate, high, combined, and ungraded schools that were reported in three or more districts in at least 1 of the 8 years examined. Combinations that were reported less frequently are listed as "other." This table includes a few districts (13 in 1993-94) with no schools reporting either enrollment by grades or ungraded students.

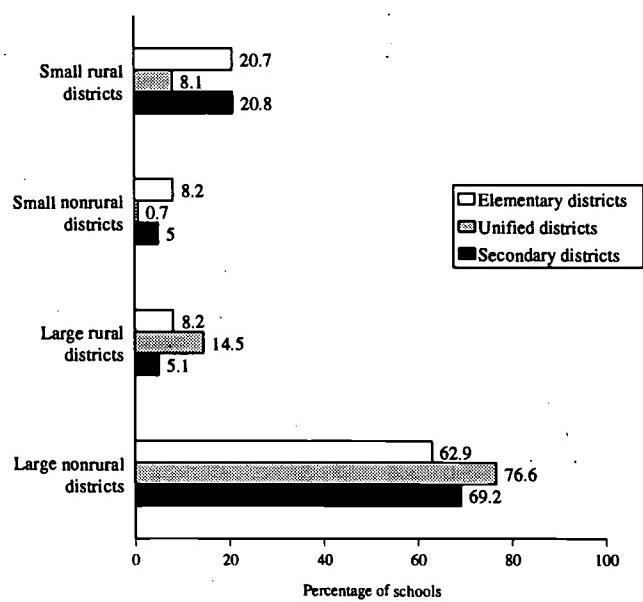
to have multiple schools. As shown in figure 3.2, about 20 percent of the schools in both elementary and secondary districts were in small rural districts, while only 8 percent of the schools in unified districts were in small rural districts.

Figure 3.1. Total numbers of schools in small and large districts in rural and nonrural areas in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

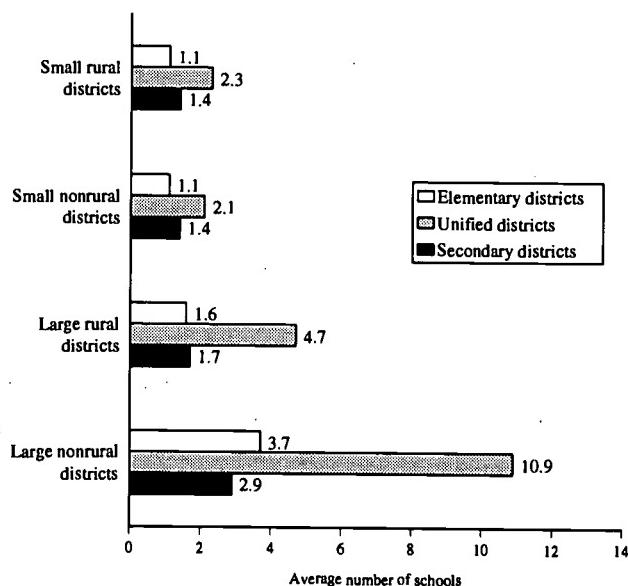
Figure 3.2. Percentages of schools in elementary, secondary, and unified districts that are in small and large districts in rural and nonrural areas in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Based on this variation in levels, it is useful to examine the average number of schools per district by grade level type. As shown in figure 3.3, small rural elementary or secondary districts usually have only a single school, whereas small rural unified districts tend to have two. By contrast, large nonrural unified districts average over 10 schools. Thus, small rural districts tend to have fewest schools because they are more likely to be separate elementary or secondary districts, which have smaller numbers of schools, or because even when they are unified, they tend to have fewer schools than other unified districts.

Figure 3.3. Average number of schools in elementary, secondary, and unified districts that are in small and large districts in rural and nonrural areas in 1993-94



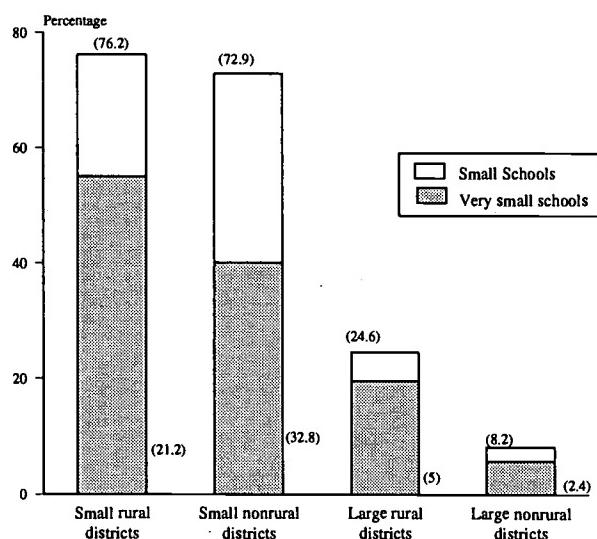
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Small, Very Small, and Small Rural Schools. The criteria of "small" and "rural" have been applied in the preceding sections to school districts, but it is also of interest to know whether small and rural schools are almost always located in small and rural districts. Small schools can be defined exactly as small districts are, by whether the number of students in each of the elementary (or secondary) grades in the school averages less than 25 (or 100). One might consider a further category of "very small" schools—schools with so few students that they employ fewer than one teacher per grade.¹³

¹³ Specifically, a "very small" school is defined as a small school (previously defined) whose number of full-time equivalent teachers is less than the number of grades in the grade span.

While most schools in small districts were small in 1993-94, as shown in figure 3.4, there were small schools, and even some very small schools, in large nonrural districts. These are typically special-purpose schools, such as special education schools or continuation schools for students who would otherwise drop out. Small and very small schools in small or rural districts, on the other hand, are generally the result of population sparseness, because they are typically the only school in the district serving a particular grade level. Very small schools, fitting the size stereotype of country schools of the late 19th century, still constitute 20 percent of the schools in small rural districts. (Although they are even more common in small nonrural districts, there are relatively few such districts. Very small schools are likely to be found in small rural settings.)

Figure 3.4. Percentages of schools that were small or very small, in small and large districts in rural and nonrural areas in 1993-94



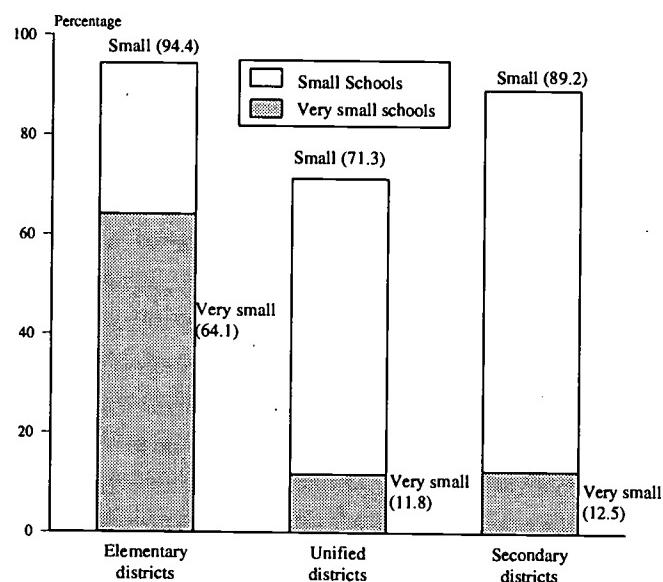
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Because schools have been categorized as "small" using the same students-per-grade threshold used in categorizing districts as "small," it may seem paradoxical that the percentages of schools in small districts that are small are not close to 100 percent. The explanation for this paradox is that many small unified districts have a single "small" high school (with fewer than 100 students per grade) and a single "large" elementary school (with more than 25 students per grade): K-12 districts with a single elementary school and a single high school and about 30 to 45 students per grade would be counted as small districts, but their elementary schools would not be counted as small. As seen in figure 3.5, only about 70 percent of schools in unified small rural districts were small, but about 90 percent of schools in separate elementary and secondary small rural districts were small.

Large schools in separate elementary and secondary small rural districts arise from two sources: (1) districts that split grade levels between schools and happen to have slightly more than the defining number of students per grade in the grades in one school but overall fewer than this number per grade in the entire range of grades offered in the district; and (2) the district classification of "small" was held constant across years, as discussed in chapter 1, to facilitate longitudinal comparisons, but the *school* classification of "small" was redetermined for each year—a few districts that were small in 1987-88 grew in enrollment until by 1993-94, one or more of their schools were no longer classifiable as small. A comparison of tables A3.1 and A3.2 shows that the total number of large schools in separate elementary or secondary small rural districts grew from 31 in 1987-88 to 112 in 1993-94.

The fact that very small schools in small rural districts are mostly elementary ones, as shown in figure 3.5, reflects the greater need for a critical mass of teachers at the secondary level, to address the needs for curricular choice.

Figure 3.5. Percentages of schools that were small or very small, in elementary, secondary, and unified small rural districts in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

In most rural districts, high school students attended small high schools, as shown in table 3.1. In 1993-94, in 81 percent of rural districts with high schools (i.e., with schools serving grade 11 or 12) the largest¹⁴ (or only) high school had fewer than 100 students per grade, and in 55 percent of rural districts, fewer than 50 students per grade. In only 21 percent of nonrural districts, by

¹⁴ To avoid counting small special, nonregular, alternative high schools that sometimes accompanied regular high schools in the same district, the largest high school in the district was the focus of this comparison.

contrast, did all high schools have fewer than 100 students per grade, only 5 percent had fewer than 50 students per grade.

Table 3.1. Percentages of rural and nonrural districts, by enrollment per grade in largest high school, in 1993-94

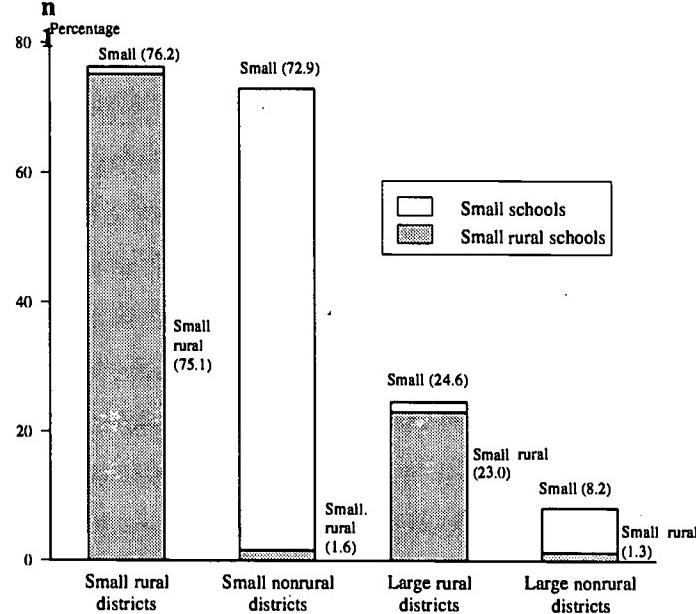
| Enrollment per Grade | Rural Districts | Nonrural Districts |
|----------------------|-----------------|--------------------|
| Fewer than 50 | 54.9 | 4.8 |
| 50-99 | 26.1 | 16.5 |
| 100-199 | 14.2 | 31.9 |
| 200 or More | 4.8 | 46.8 |
| Total | 100.0 | 100.0 |

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data.

Note: Enrollments are for grades 9-12, in the largest school in a district that enrolled 11th or 12th grades.

The paradoxical comparisons concerning sizes of schools within districts do not appear to be matched by similar conflicts in the definition of rural locale, although it would be definitionally possible for many of the schools in rural districts to be, themselves, nonrural. As seen in figure 3.6, when the percentage of small rural schools is subtracted from the total percentage of small schools, only about 1 to 2 percent of the schools in rural districts were small but not rural. These arise because some multischool districts have a combination of rural and small town schools. They are called "rural districts" if more of their schools are rural than any of the other six locale categories, ranging from small town to large central city.

Figure 3.6. Percentages of schools that were small and rural, in small and large districts in rural and areas in

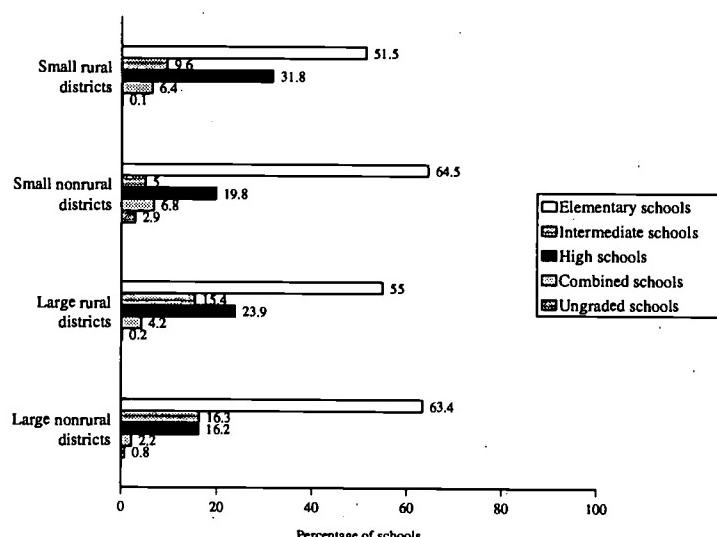


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

School Grade Levels Served. Most schools in the nation are elementary schools, and that is also true in small rural districts. However, as shown in figure 3.7, there are differences in the distributions of schools serving different grade level types between small rural and other districts. Schools in small districts were less likely to be intermediate schools and more likely to be combined (e.g., K-12) schools; and in rural districts the ratio of elementary schools to high schools was roughly 2 to 1, compared to 4 to 1 in nonrural districts (table A3.5). Both of the variations between small and large districts suggest pressures to minimize the number of separate schools in operation. The variations between rural and nonrural districts suggest that rural districts (1) are often not in a position to operate multiple elementary feeder schools into a larger high school and (2) often do not have sufficient numbers of special students to warrant a separate, ungraded school.

In fact, examination of table A3.8 in appendix A suggests that in 1993-94, fewer than 300 of the 4,238 small rural districts in the country operated more than one elementary school, fewer than 70, more than two. As noted in chapter 2, there are relatively more separate elementary and secondary districts in rural areas; that is, elementary grade students in small rural districts were more likely to enroll in a different district when they went to high school.

Figure 3.7. Percentages of schools that offered various grade levels, in small and large districts in rural and nonrural areas in 1993-94

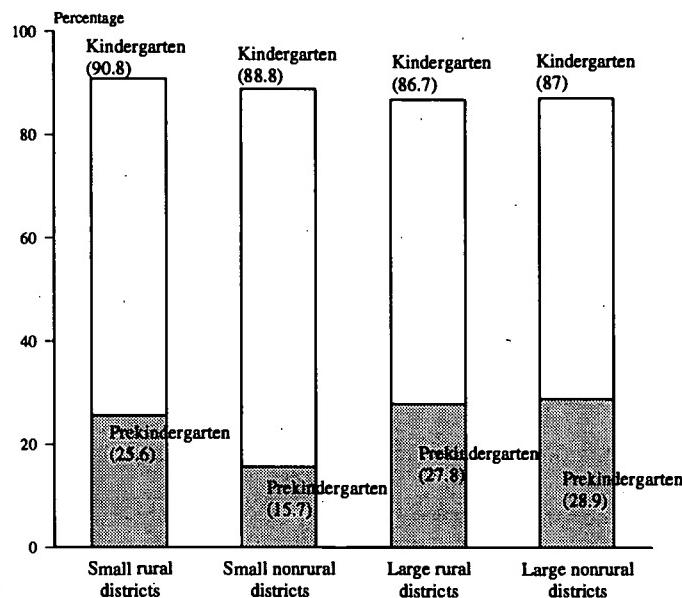


Note: Schools which did not specify their grade levels are not included in this figure.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

There is substantial state-by-state variation as to whether public school districts are expected to offer prekindergarten instruction. However, as seen in figure 3.8, small rural districts are not very different from other districts on this issue: about 9 out of 10 elementary and combined schools offered kindergarten, and about a quarter of the schools that offered kindergarten also offered prekindergarten. In small and large rural and nonrural districts, this represents a dramatic increase from 1986-87 to 1993-94, as shown in table A3.6.

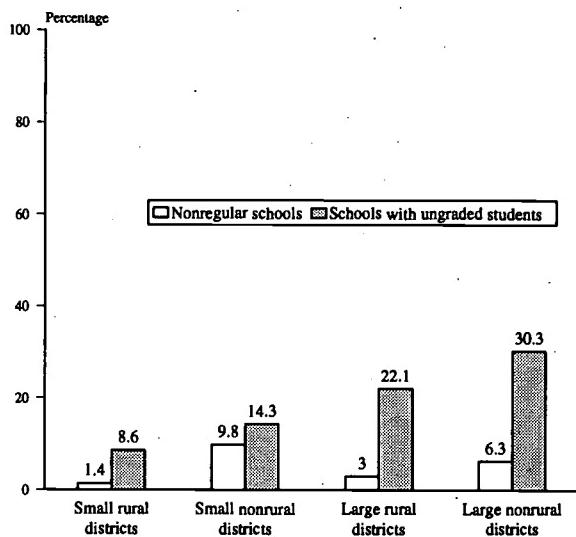
Figure 3.8. Percentages of elementary and combined schools that offered kindergarten, and the percentage of these that offered prekindergarten, in small and large districts in rural and nonrural areas in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Some regular schools have offered ungraded instruction for some of their students, designed to avoid constraints imposed by a grade-oriented curriculum and a rigid annual grade promotion policy. Other schools have focused purely on groups of students with special needs, and these are recorded in the Common Core of Data as alternative, vocational, or special education schools. For this report, these latter three types of schools are combined into a category of "nonregular" schools. As shown in figure 3.9, very few of the schools in small rural districts were nonregular schools (1.4 percent), and few of the schools in these districts had any ungraded students (8.6 percent). However, as can be seen by comparing these numbers, many more schools offered some ungraded instruction than the number categorized as nonregular schools. Providing ungraded instruction appears to be more closely related to a district's size than to whether it is rural or not, reflecting the fact that few districts categorized as small in this report would have enough students with needs warranting the establishment of an ungraded curriculum. However, the availability of a nonregular school appears to be more closely relate to district location than to size: very few nonregular schools were in rural districts, large or small.

Figure 3.9. Percentages of nonregular schools and schools offering ungraded instruction, in small and large districts in rural and nonrural areas in 1993-94



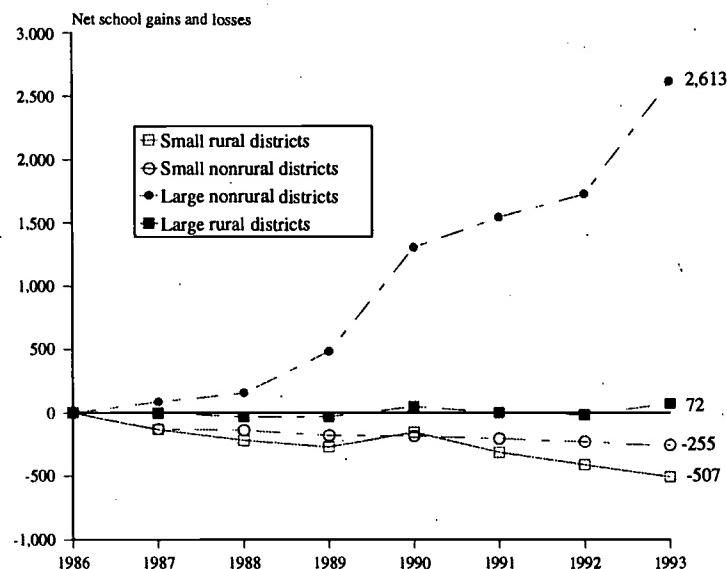
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Trends in Schools in Small Rural Districts from 1986-87 to 1993-94

The major change that a local education agency can make in response to changing populations and changing funding is to open new schools or close old ones. They can also change the span of grades offered in each school. Over the period from 1986-87 to 1993-94, as shown in figure 3.10, a substantial number of schools in small districts were closed, while a substantial number of schools were opened in large nonrural districts. The net loss of 507 schools in small rural districts represents only a global summary of the processes occurring. A closer examination of the data reveals that most school closures in small rural districts were in effect district closures, as no schools remained open in the district.

In some cases, as a district consolidated with another district, a school might remain open; however, in CCD such a school would be identified as a new school in the other district. In fact, as an automatic result of the 488 small rural district closures, 730 nominal school closures were recorded, but because there were 315 "new" schools in adjacent districts that added enrollment when a district closed, the actual loss of schools through small rural district closure appears to be 415, which is, coincidentally, exactly the same as the net loss of small rural districts (see table 2.8). In addition, in continuing small rural districts not involved in a consolidation, there was a net loss of 92 schools during this period. A tabulation of the frequencies of specific year-to-year transitions (e.g., from one elementary and one high school to one elementary, one intermediate, and one high school) is shown in table A3.9 in appendix A.

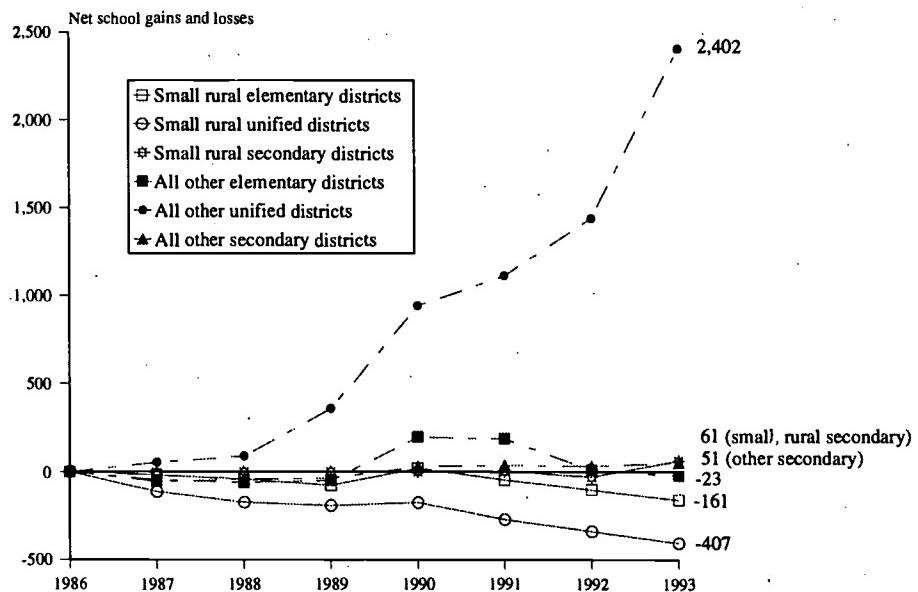
Figure 3.10. Cumulative net gains and losses of schools in small and large districts in rural and nonrural areas between 1986-87 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Closures and openings were not spread uniformly across elementary, secondary, and unified districts or across elementary, intermediate, high, or combined schools. As shown in figure 3.11,

Figure 3.11. Cumulative net gains and losses of schools in elementary, secondary, and unified small rural and other districts between 1986-87 and 1993-94



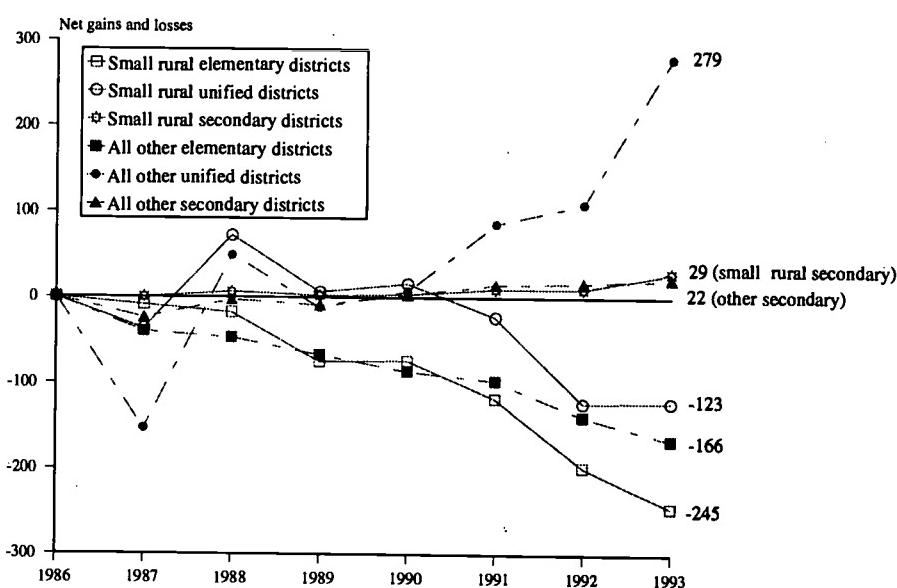
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

61 schools were added in small rural secondary districts, even though across all small rural districts the numbers of schools declined by 507, and the gains in schools in large or nonrural districts occurred primarily in unified districts. An examination of the details in table A3.9 in appendix A reveals that the major sources of the addition of 61 schools in small rural secondary districts were between 1991-92 and 1993-94 and were in school districts that added an elementary and an intermediate school to their single high school (54 new schools in 27 districts).

Addition of an elementary and intermediate school to a high school (secondary) district through consolidation with adjacent district(s) would change the grade span of the district, leading it to be counted later as a unified district. However, in order to present the information on trends, the district is counted in its original category in figure 3.11. (Other changes that would change grade level categories of some small rural districts that occurred include: 86 districts that dropped high school while keeping their elementary and possibly intermediate school, 10 districts that added high school, 41 districts that changed their elementary school to a combined school or vice versa, and 23 districts that dropped either their elementary school or the elementary grades from their combined school.)

Small, Very Small, and Small Rural Schools. Patterns of net gains and losses of small, very small, and small rural schools over the period from 1986-87 to 1993-94 are similar to the patterns for all schools in these districts. Most small school closures occurred in elementary districts, and the numbers of small schools increased in secondary districts. As noted above, these increases frequently involved addition of an elementary school through consolidation with an adjacent district.

Figure 3.12. Cumulative net gains or losses of very small schools, in elementary, secondary, and unified small rural and other districts from 1986-87 to 1993-94

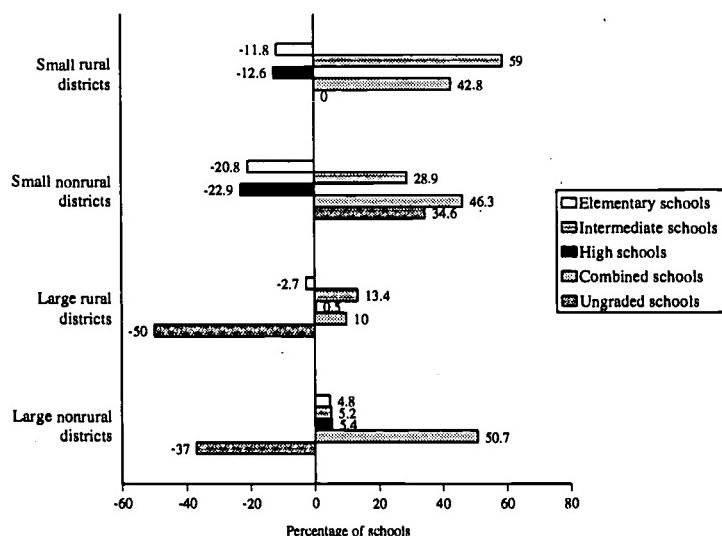


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

At the beginning of the period under examination, there were twice as many very small schools in small rural districts as in large nonrural districts. However, because the net loss of 339 very small schools in small rural districts, shown in figure 3.12, was "matched" by a net increase of 428 very small schools in large nonrural districts, by 1993-94 there were roughly the same number of very small schools (small schools with fewer than one teacher per grade) in both types of districts.

School Grade Levels Served. Substantial trends in changing grade spans of schools characterized small rural districts between 1986-87 and 1993-94, as shown in figure 3.13. In particular, there was a 59 percent increase in total intermediate schools, from 480 to 763, in these districts, and a 43 percent increase in total combined (e.g., K-12) schools, from 355 to 507. Many separate elementary and secondary districts were not only merging into unified districts, but they were also merging their separate elementary and secondary schools into combined (K-12) schools. At the same time, there were also substantial increases in combined schools in large and nonrural districts, suggesting that the attraction of combining all grades in a single school is not limited to small rural districts.

Figure 3.13. Net percentage gains and losses of schools that offered various grade levels, in small and large districts in rural and nonrural areas between 1986-87 and 1993-94



Note: Schools which did not specify their grade levels are not included in this figure.

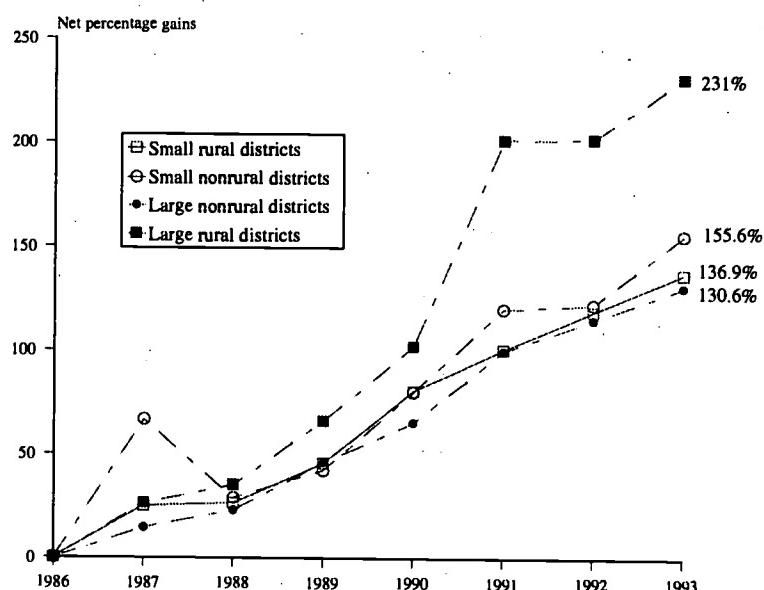
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

One might expect that particular changes in the configurations of schools in a district would be closely related to whether enrollment increased or decreased. However, some of the same transitions occurred in small rural districts with both decreasing and increasing enrollment. In particular, frequent changes in small rural districts with one elementary school and one high school

involved the opening or closing of an intermediate school. Among those with decreasing enrollment in a year, 83 added an intermediate school while 45 dropped their intermediate school; and among those with increasing enrollment, 98 added an intermediate school while 44 dropped their intermediate school. This can be attributed to the attractiveness of intermediate schools, but it may also suggest a lag of a year or two in district responses to changing enrollments. Further study of these changes is needed. A separate tabulation of changes in schools in districts with increasing and declining enrollment is presented in table A3.10 in appendix A.

A dramatic trend occurred during this time period in the enrollment of prekindergarten students, and it was felt as much in small rural districts as in other districts. As shown in figure 3.14, the number of districts enrolling prekindergarten students increased steadily and more than doubled in an 7-year period.

Figure 3.14. Cumulative percentage gains of schools enrolling prekindergarten students in small and large districts in rural and nonrural areas between 1986-87 and 1993-94



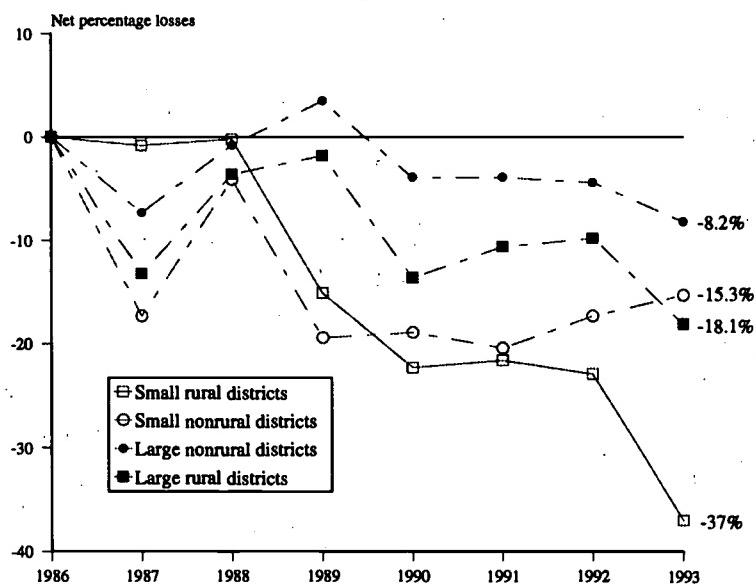
SOURCE: U.S. Department of Education. National Center for Education Statistics. Common Core of Data

Finally, as noted above, by 1993-94, schools in small rural districts were less likely than schools in other districts to offer ungraded instruction for some students, and schools in these districts were less likely to be nonregular schools. However, the trends for these two attributes were in opposite directions. As shown in figure 3.15, there was a decline in percentage of schools in small rural districts that offered ungraded instruction, and it was a more rapid decline than in other types of districts.

In 1993-94, small rural districts were also less likely to operate separate alternative, vocational, or special education schools. However, in this case there was a substantial trend toward more nonregular schools in small rural districts, as well as in other districts, as shown in figure 3.16.

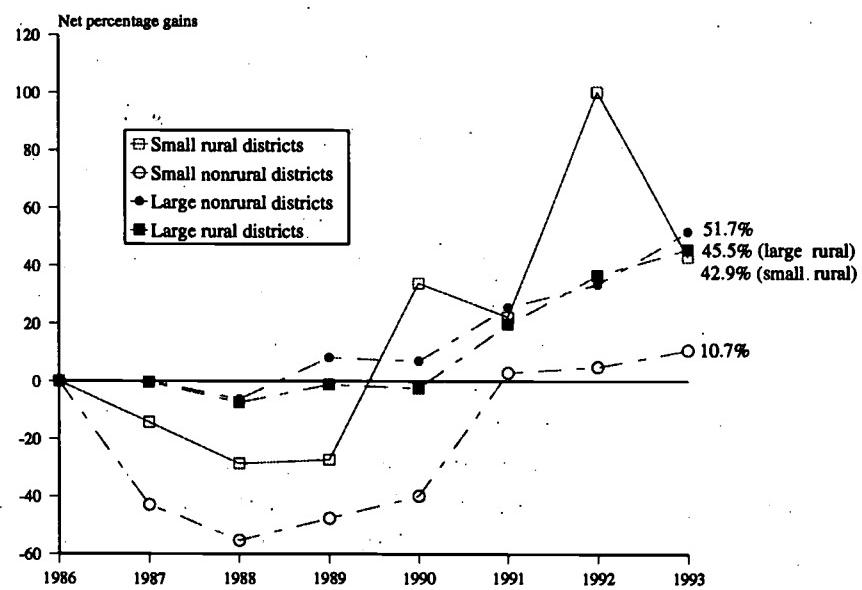
This increase was most pronounced during the period from 1989-90 to 1993-94, in which the number of nonregular schools in small districts doubled, after declining during the preceding 3 years.

Figure 3.15. Trends in percentages of schools offering ungraded instruction, in small and large districts in rural and nonrural areas in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Figure 3.16. Trends in percentages of nonregular schools, in small and large districts in rural and nonrural areas in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Summary

Focusing the snapshot of small rural school districts in 1993-94 on the schools in those districts reveals the following patterns.

About 8,000 of the nation's 84,000 public schools were in small rural districts.¹⁵ Most small rural elementary districts consisted of a single school. Secondary and unified districts were somewhat more likely to have two or three schools. A fifth of the schools in small rural districts had fewer than one teacher per grade, and this included 64 percent of the elementary schools. In four-fifths of all rural districts, high schools had fewer than 100 students per grade. There were relatively few intermediate schools and many combined schools in these districts, and few small rural districts had multiple feeder elementary schools for a high school.

About a quarter of the schools with kindergarten also offered prekindergarten, similar to findings in other types of districts. Finally, relatively few of the schools in these districts offered ungraded instruction or were alternative, vocational, or special education schools.

Extending this picture to longitudinal trends over the preceding 7 years reveals additional patterns.

During this period, about 415 schools closed as the small rural districts in which they operated closed, and 315 more were assimilated into consolidated districts. In addition, there was a net closure of 92 schools in small rural districts that continued to operate.¹⁶ There was a tendency to add intermediate schools and combined schools, while there was a loss of separate elementary and high schools in these districts. The number of schools enrolling prekindergarten students more than doubled during this period, while the number of schools, both regular and nonregular, offering ungraded instruction declined.

¹⁵ If the definition of small rural education were expanded to include "large rural districts with a majority of small schools," the picture would be similar. In the additional 254 small rural districts, there were an additional 1,401 schools, or about 5 to 6 schools per district. As in the other small rural districts, many of the schools were very small.

¹⁶ Although none of the additional 254 large rural districts with a majority of small schools in the expanded definition of small rural districts closed during this period, a net total of 76 schools in these districts were closed.

4. Characteristics of Students in Small Rural School Districts

In 1993-94, about 1,100,000 of the nation's 43,200,000 public school students were enrolled in small rural districts. More of the students in small rural districts were either white or Native American than elsewhere, while fewer were Asian or African American (table 4.1). Few school-aged children in small or rural districts (1.3 percent) were reported as having limited English proficiency (table 4.6); however, slightly more of the students in small rural districts than elsewhere had Individualized Education Programs (IEPs) to address special educational needs (11.5 percent) (figure 4.7). In the South and West, but not in other regions, relatively more of the children in small rural districts were living in poverty (figure 4.8).

During the latter part of the period from 1986-87 to 1993-94, enrollments increased in small rural districts, although not as fast as elsewhere. Although percentages of minority enrollment increased by 10 percent overall (from 31 percent to 34 percent of all public school students), they remained virtually constant in small rural districts, at about 12 percent (table A4.1b). While the percentage of Native Americans in small rural districts grew, the percentages of Asians and African Americans in these districts declined (figure 4.11). Finally, from 1987-88 to 1993-94, there was a gradual increase in the proportion of students with Individualized Education Programs (IEPs) in small rural districts, as well as in other types of districts (figure 4.12).

Background

Small rural school districts serve 2 to 3 percent of America's public school students. Are the students in these districts different from other students? Previous research (Stern 1994; Phelps and Prock 1991; Herzog and Pittman 1995) has found that students in rural areas are financially not as well off as their urban counterparts; they are geographically, economically, and culturally isolated; their parents have lower educational levels and lower educational expectations for their children; they are at greater risk of dropping out and have lower aspirations for higher education. On the other hand, they have more positive attitudes toward their schools and communities, and a higher percentage participate in extracurricular activities.

The CCD provides basic information on student characteristics. Information on racial composition of the student body and the number of students with Individualized Education Programs (IEPs) to address special needs is available for each year from 1987-88 to 1993-94. The decennial Census also provides information on school-aged children living in the area served by each school district, including the percentages of children with limited English proficiency (LEP) and living in poverty in 1990. While the Census information gathered in 1990 cannot be considered current for 1993-94, demographic changes are sufficiently gradual that they can be used to compare students enrolled in small rural districts with other students.

Students in Small Rural Districts in 1993-94

Minority Students. Recent projections suggest that by the year 2035, whites¹⁷ will no longer comprise the majority of the nation's school-age population (Population Research Bureau 1993). Well before this time, Hispanics are expected to become the nation's largest minority group. These projections imply an increasing number of LEP students and an increasing demand for instructional programs for speakers of other languages. How are these changes affecting small rural districts?

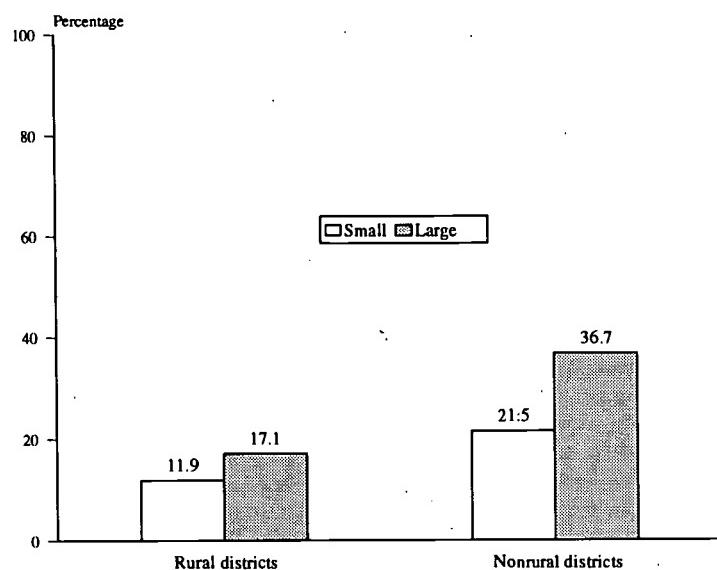
In the 1993-94 school year, 135,000 African American, Hispanic, Asian, and Native American students were enrolled in small rural districts: about 1 percent of all minority students in the country. As shown in figure 4.1, they constituted about 12 percent of the students in small rural districts, a smaller percentage than in large districts and in nonrural districts. In large nonrural districts, where 85 percent of the nation's students attend school, the percentage of minority students was 37 percent.

The lower percentages of minority students in small rural districts do not necessarily mean that all small rural districts enroll few minority students. In fact, as shown in figure 4.2, in 1993-94 there were 286 small rural school districts in which a majority of students were members of racial or ethnic minorities (i.e., African American, Hispanic, Asian, or Native American students). In small

¹⁷ In this report, the racial/ethnic term "white" is used to refer to white, non-Hispanic students; and the term "African American" is used to refer to black, non-Hispanic students. The five categories for CCD reporting are Black non-Hispanic, White non-Hispanic, Hispanic, American Indian/Alaskan Native, and Asian or Pacific Islander.

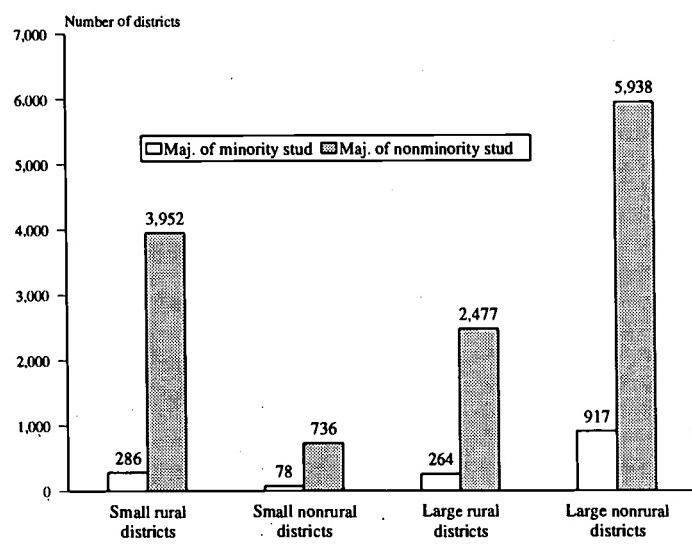
rural districts, as well as in other districts, large percentages of minority students were to be found in a relatively small percentage of the districts.

Figure 4.1. Percentages of minority students in small rural and other school districts in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

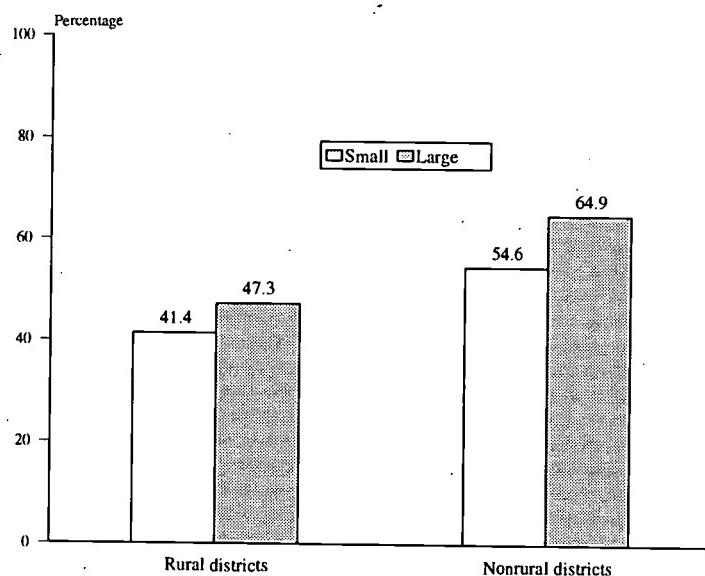
Figure 4.2. Numbers of small rural and other school districts in which a majority of students were members of minorities, in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

There has long been concern that many minority students may be relatively racially isolated in districts with predominantly minority enrollment. Does the lower percentage of minority students in small rural districts mean that in these districts relatively fewer minority students are in districts with greater than 50 percent minority enrollment? Although the percentages in figure 4.3 indicate that a smaller percentage of minority students are enrolled in districts with a "majority of minorities" enrollment, in small rural districts, that percentage is still high: 41 percent of minority students in small rural districts are in the 286 majority-minority districts. Although that constitutes less isolation, numerically, than the enrollment of 65 percent of minority students in 917 large nonrural majority-minority districts does, it may well represent racial and ethnic segregation across greater distances.

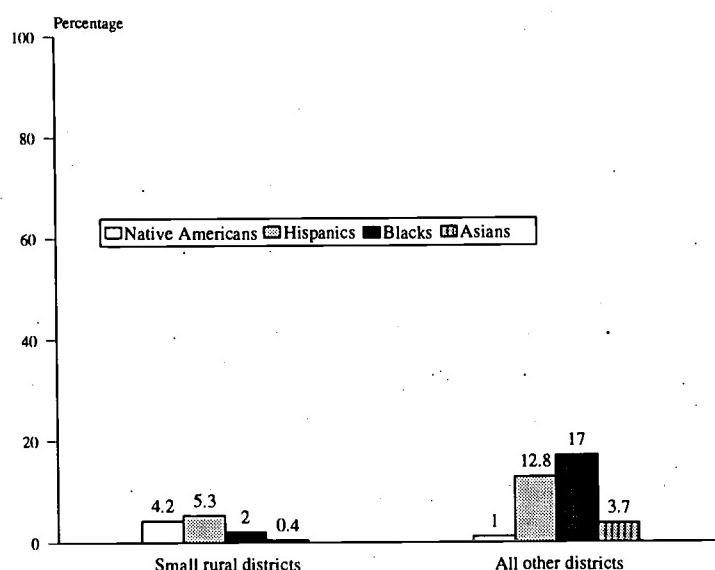
Figure 4.3. Percentages of minority students who were in districts in which a majority of students were members of minorities, in small rural and other school districts in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Not all minorities are equally under-represented in small rural districts. Native Americans are, in fact, over-represented, as shown in figure 4.4. As shown in table 4.1, 10.5 percent of all Native American students were enrolled in small rural districts in 1993-94. On the other hand, Asian and African American students were least likely to be enrolled in small rural districts. For a complete table of counts of different racial and ethnic groups, see table A4.1c in appendix A. As a brief summary of the pattern of enrollment of racial and ethnic minorities compared to other students: Native American students, and to a lesser extent white and Hispanic students, were relatively more likely to be enrolled in small or rural districts. African American students were more frequently enrolled in large districts, and almost all Asian students were enrolled in large nonrural districts. Note that although the greatest numbers of all groups are enrolled in large nonrural districts, the proportion of all Native American students who are enrolled in small rural districts is almost three times as great as the proportion of white students who are in these districts.

Figure 4.4. Percentages of Native American, Hispanic, Asian, and African American students in small rural and other school districts in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data.

Table 4.1. Percentages of racial-ethnic groups enrolled in small rural districts, compared to other districts, in 1993-94

| Racial/Ethnic Group | Small Rural | Large Rural | Small Nonrural | Large Nonrural | Total |
|---------------------|-------------|-------------|----------------|----------------|-------|
| Native American | 10.5 | 21.0 | 1.3 | 67.2 | 100.0 |
| White | 3.5 | 13.3 | 0.5 | 82.7 | 100.0 |
| Hispanic | 1.1 | 3.6 | 0.4 | 94.9 | 100.0 |
| African American | 0.3 | 6.5 | 0.1 | 93.1 | 100.0 |
| Asian | 0.3 | 1.5 | 0.2 | 98.0 | 100.0 |
| | | | | | |
| Combined | 2.6 | 10.6 | 0.5 | 86.3 | 100.0 |

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data.

Each ethnic minority is present in small rural districts in all regions of the nation, but the pattern is not uniform. When the percentages of ethnic minorities are compared to the percentages of all students in small rural districts, separately by region, as in table 4.2, whites and Native Americans are clearly over-represented in the South Central and Midwest regions.

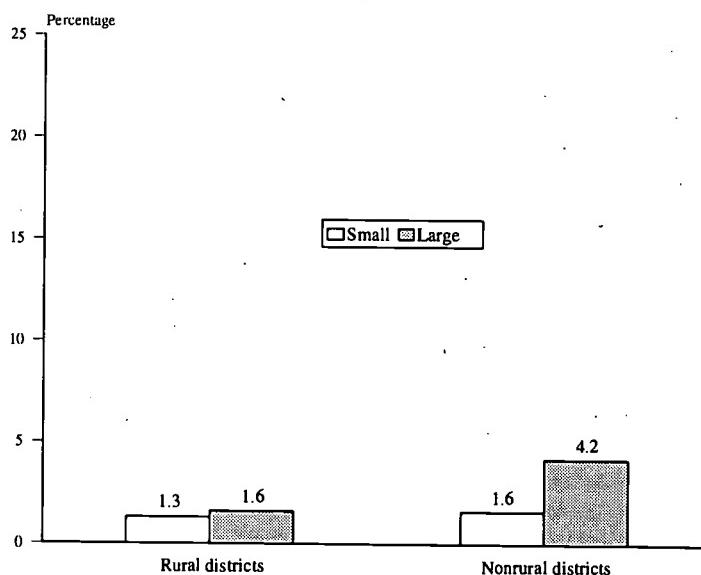
Table 4.2. Percentage of students enrolled in small rural districts, by region and racial-ethnic group in 1993-94

| | All Students | Native American | White | Hispanic | African American | Asian |
|---------------|--------------|-----------------|-------|----------|------------------|-------|
| Northeast | 1.2 | 1.2 | 1.7 | 0.1 | 0.1 | 0.1 |
| Southeast | 0.1 | >0.05 | 0.1 | >0.05 | 0.1 | >0.05 |
| South Central | 5.7 | 21.2 | 8.0 | 2.3 | 2.5 | 0.5 |
| Midwest | 5.6 | 12.8 | 6.7 | 1.1 | 0.2 | 1.1 |
| West | 2.0 | 7.9 | 2.7 | 0.9 | 0.2 | 0.2 |
| All regions | 2.6 | 10.5 | 3.5 | 1.1 | 0.3 | 0.3 |

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data.

Students with Limited English Proficiency (LEP). Students whose native language is not English are evaluated by schools to determine whether they need special instruction, such as bilingual instruction or instruction in English as a second language. Recent immigrants, including both Hispanic and Asian students, are more likely to be determined to have limited English proficiency, and it is of interest to know how many of the students in small rural districts are classified as LEP. Although this information is not available directly in CCD, it is available from the school district mapping of the 1990 decennial Census data. Although, as will be discussed later, there were as much as 10 percent increases in Hispanic and Asian enrollments between 1990-91 and 1993-94, the 1990 Census data provide an indication of the relative incidence of LEP students in small rural districts at the mid-point of the time span covered in this report. These estimates are compared to percentages in other districts in figure 4.5.

Figure 4.5. Percentages of school-aged children with limited English proficiency in small rural and other school districts in 1990-91

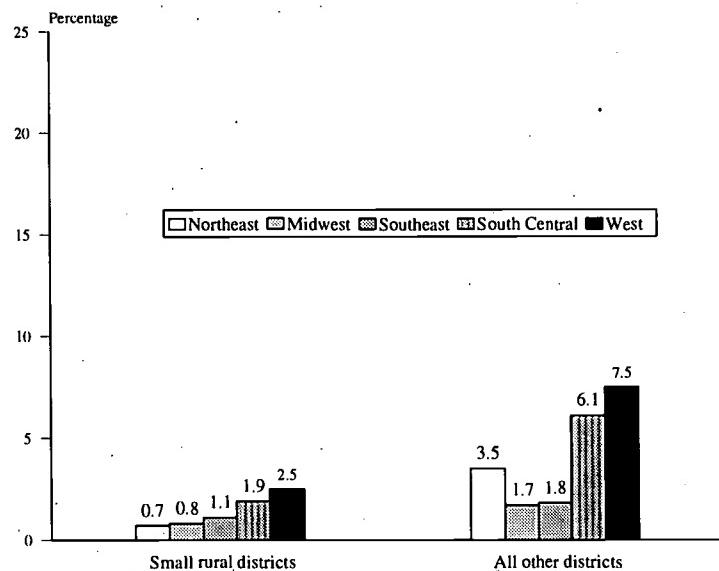


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Three times as great a percentage of school-aged children were identified as LEP in large nonrural districts as in small rural districts. This is a larger difference than would be implied by the ratios of Hispanic students in these types of districts but similar to the combined ratios for Hispanics and Asians (see table A4.1d). In any case, these data do not provide a clear picture of whether limited English proficiency is more or less prevalent among Hispanic or Asian students in rural or nonrural settings.

Prevalence of school-aged children with limited English proficiency is greater in some regions than in others, and as shown in figure 4.6, that is true in small rural districts, as elsewhere. There were relatively fewer LEP children in small rural districts in all major regions of the country than in large or nonrural districts. However, this was especially true in the Northeast, South Central, and West. In the Midwest and Southeast, there was only about a 1 percent difference between the rates in small rural and other districts; in the other regions, large and nonrural districts served substantially greater percentages of LEP students than small rural districts did.

Figure 4.6. Percentages of school-aged children with limited English proficiency in small rural and other school districts in 1990-91, by region



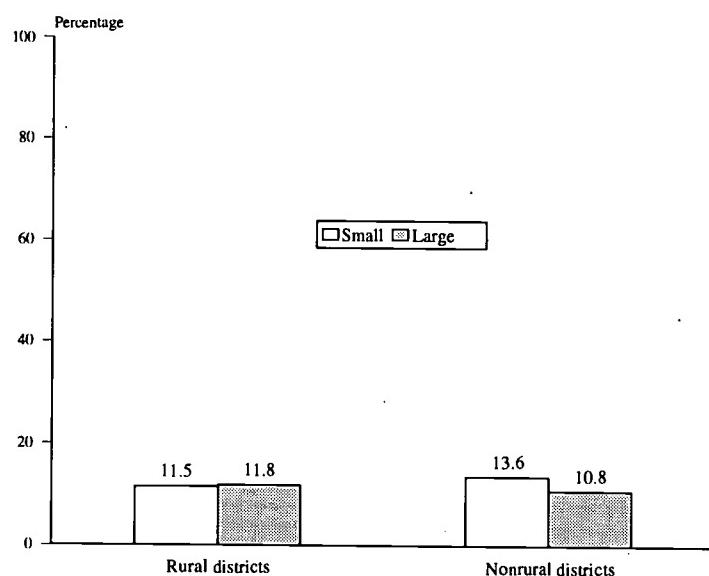
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Students with Individualized Educational Programs (IEPs). Programs to provide equitable access to a quality education for students with a variety of special needs, ranging from moderate learning disabilities to blindness, deafness, and orthopedic disabilities, have been implemented increasingly over the past three decades.

The prevalence of needs for special education are reflected in reported counts of students with the Individualized Education Programs that are required by law to be developed for each student determined to have a special need. In 1993-94, as shown in figure 4.7, about 11 percent of students

in small rural districts had IEPs. That means that there were about 130,000 students with IEPs in the 4,238 small rural districts in the country—about 30 students per district, on average, or roughly 2 to 3 students per grade. The percentage of students in small rural districts with IEPs was similar to the percentages in other districts.

Figure 4.7. Percentages of students with Individualized Education Programs in small rural and other school districts in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

It is important to note that children in small rural districts are just as likely to need special education services as children in other districts. However, researchers have found that providing opportunities for these groups of students has been particularly difficult to implement in rural areas for several reasons. Overall, there are relatively few special education students in each district, which makes it hard for rural areas to meet the varied needs of their special education population (Berkeley and Ludlow 1991). Furthermore, it can be hard to retain teachers because, in addition to lower salaries, rural districts often have difficulty providing inservice training and other staff development activities for special education teachers. Ballou and Podgursky (1996) have noted that, on average, teachers in rural schools are less experienced and less likely to have advanced degrees than other teachers.

Inadequate transportation services (often the result of geographic distances, harsh weather, and poor roads) and lack of availability of technical resources add to the difficulty of delivery of special education services in rural areas. Rural districts have tried to cope with these problems by mainstreaming special education students, using technology, and creating interagency collaborative agreements and school consortia to share services. However, these solutions occasionally create new

problems. For instance, school consortia can result in increased travel distances for students and loss of local control (Phelps and Prock 1991; Berkeley and Ludlow 1991).

Students in Poverty. As mentioned earlier, poverty is higher in rural areas than nonrural areas. Since the mid-1960s, federal policies in education have recognized the need to provide supplementary funding to school districts in high poverty areas to ensure equal access to education for disadvantaged students. The 1990 decennial Census estimated the percentage of school-aged children in each school district who are living in households whose incomes are below the poverty-line, and this information can help to describe students in small rural districts.

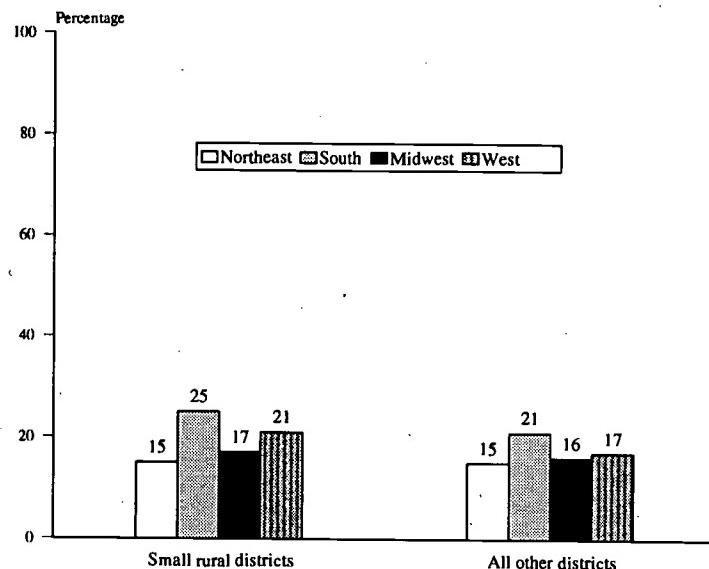
Although, like other Census measures (including percentages of children with limited English proficiency), the poverty percentage is based on students aged 5 to 17, whether or not they are enrolled in public schools, use of this measure to compare small rural and other public school districts should involve relatively small error because roughly 90 percent of school-aged children are enrolled in public schools. Finally, for the purpose of this report, this 1990 percentage has been used as an approximation for the entire period from 1986-87 to 1993-94. Although populations of districts change, the income distribution changes are relatively slow, so the approximations should be reasonably close for the 3 to 4 years on either side of 1990.

As shown in figure 4.8, between 15 and 25 percent of students in small rural districts are estimated to be living in households with incomes below the poverty line. In the Northeast and Midwest, the percentages in small rural districts are nearly the same as in other districts, but in the South and West, somewhat more of the students in small rural districts are in poverty than in other districts.

The effects of poverty on educational opportunity are not limited to a student's immediate household (e.g., availability of reading material, a place to study, and parental modeling of achievement). Schools in communities with a high level of poverty have more difficulty providing quality education for all of their students. Thus, it is of interest to look at poverty in terms of the percentages of students enrolled in high, medium, and low poverty districts. Figure 4.9 shows the percentages of students enrolled in the highest and lowest quarters of districts, ranked on percentage of children in poverty.¹⁸

¹⁸ Note that the percentages of students in the high poverty quartile districts are higher than 25 percent for all four categories, small and large rural and nonrural, districts. The reason for this is that the quartiles are not weighted by enrollment. The percentages of students in high poverty districts are greater than 25 percent because high poverty districts enroll more students on average than an equal number of low or medium poverty districts.

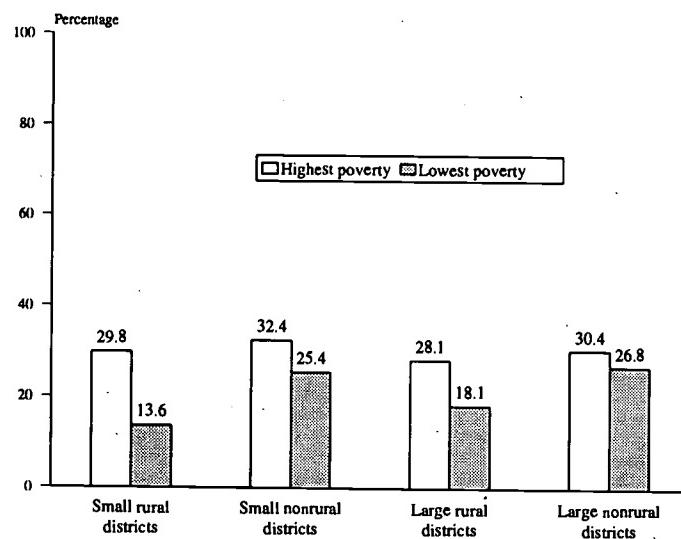
Figure 4.8. Estimated percentages of students in poverty in small rural and other school districts in 1993-94, by region



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Note: To compute the percentages in this figure, the estimated number of students in poverty in each public school district in 1993-94 is assumed equal to the 1990 decennial Census percentage of school-aged children in poverty within that district's boundaries, times the 1993-94 enrollment in the district.

Figure 4.9. Percentages of students in small rural and other districts who are in the highest and lowest quarters of districts, ranked on poverty percentage, in 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Although the percentages of students enrolled in highest poverty districts are about the same (30 percent) in small rural districts as in other districts, the percentages of students in low poverty districts is much lower in both large and small rural districts than in nonrural districts. More specifically, only 14 percent of students in small rural districts are enrolled in the lowest poverty quartile (i.e., richest) districts, compared to 27 percent of students in large nonrural districts. That is, at the district level, the distinction is not that small rural districts are more likely to have students in poverty, but that they are less likely than nonrural districts to include affluent families.

Trends in Student Populations in Small Rural Districts from 1986-87 to 1993-94

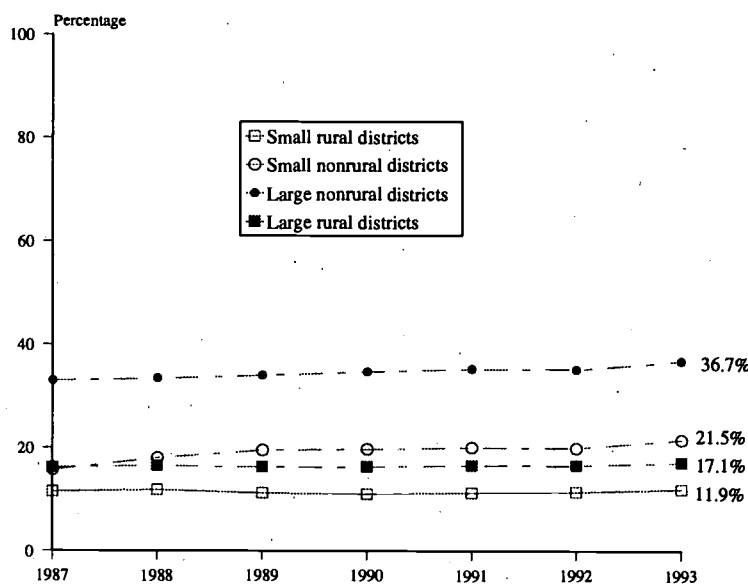
As reported in the preceding chapters, the numbers of small rural schools and school districts were declining from 1986-87 to 1993-94, while, especially at the end of this period, enrollments were increasing (although not as fast as in other districts). Did decreases or increases in enrollments of particular groups of students follow the same patterns in small rural districts as in other districts?

Data on percentages of children in households with income below the poverty line and on percentages of school-aged children with limited English proficiency were only available for a single year, from the 1990 decennial Census. Therefore, no trend analyses were performed to determine whether variation in district LEP percentages were related to enrollment growth or other trends in small rural districts.¹⁹

Minority Students. Counts of African American, Hispanic, Asian, and Native American students have been reported in the Common Core of Data since 1987-88. As shown in figure 4.10, the numbers of minority students generally grew about 10 percent faster than the numbers of white students between 1987-88 and 1993-94, but not in small rural districts, where the percentages were essentially constant across years. Thus, while the percent minority overall rose from 30.5 percent to 33.9 percent, it stayed between 11 percent and 12 percent in small rural districts.

¹⁹ However, for descriptive purposes, three tables in appendix A (A4.4, A4.5a, and A4.5b) display poverty percentages across the 8 years, combining CCD data on changing total enrollments in each district with 1990 values for the percentage of children in poverty in that district. That is, the trends are defined to be consistent with the assumption that poverty rates for individual districts remained constant over the period. They are intended to indicate whether enrollments grew faster in high-poverty or low-poverty districts over this period.

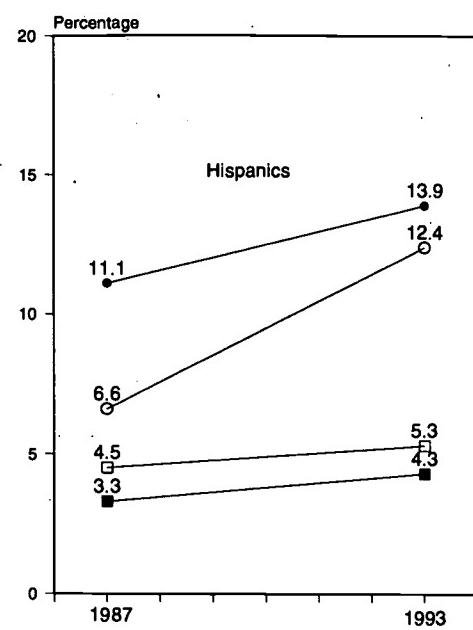
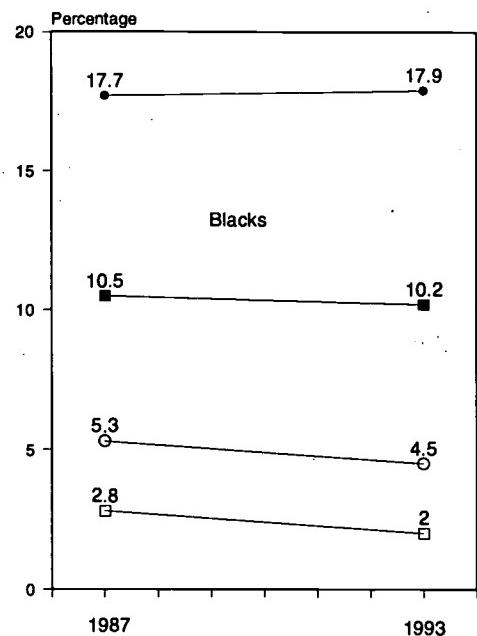
Figure 4.10. Percentage of minority students in small rural and other school districts, 1987-88 to 1993-94



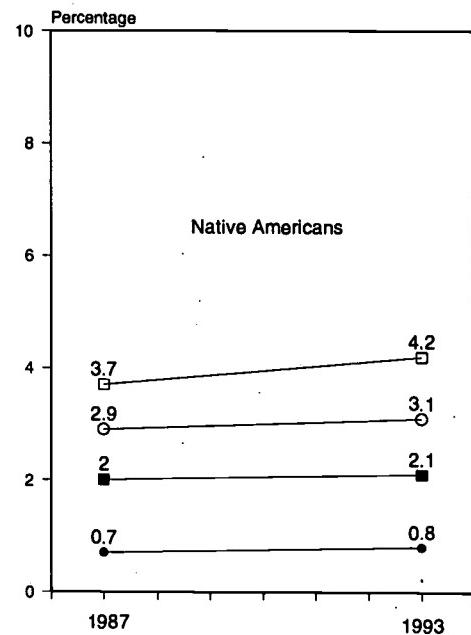
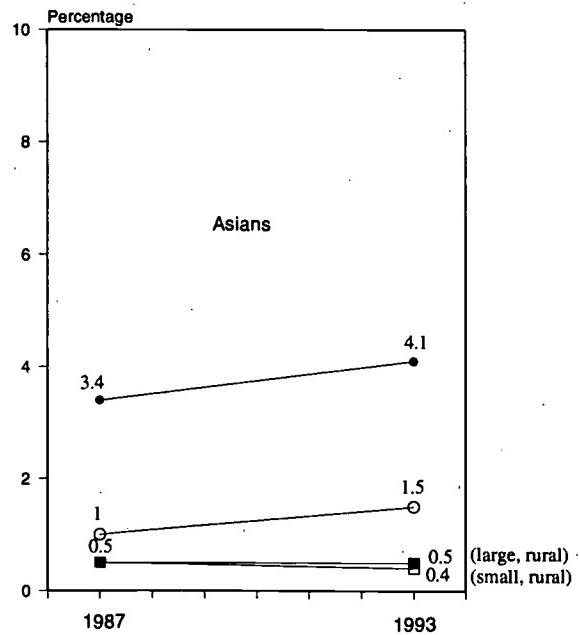
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

The specific patterns of increased and decreased enrollment of African Americans, Hispanics, Asians, and Native Americans in large and small rural and nonrural districts are shown in figure 4.11. With the exception of Hispanics, the changes follow a simple pattern: the larger the percentage in 1987-88, the greater the growth in percentage between 1987-88 and 1993-94: African American (percentage) enrollment increased in large nonrural districts, where it was already highest, Asian enrollment increased in nonrural districts, especially in large ones, where it was already highest, and Native American enrollment increased most in small rural districts, where it was already highest. Hispanic (percentage) enrollment increased in all four categories of districts and increased most in nonrural districts, where it was already highest. However, although the highest percentage of Hispanic students was in large nonrural districts in 1987-88, there was a greater percentage increase in small nonrural districts. Nevertheless, the general pattern was not one of increased mixing of racial and ethnic minorities across the rural-nonrural boundary during this period. Simultaneously, as can be seen indirectly in figure 4.10 and directly in table A4.1b, the decline in percentages of white enrollment were largest in nonrural districts, where the white percentage enrollment was already lower in 1987-88. Thus, the racial and ethnic differentiation between small and large rural and nonrural districts was greater in 1993-94 than it was in 1987-88.

Figure 4.11. Percentage of minority students in small rural and other school districts, 1987-88 and 1993-94, by racial-ethnic group

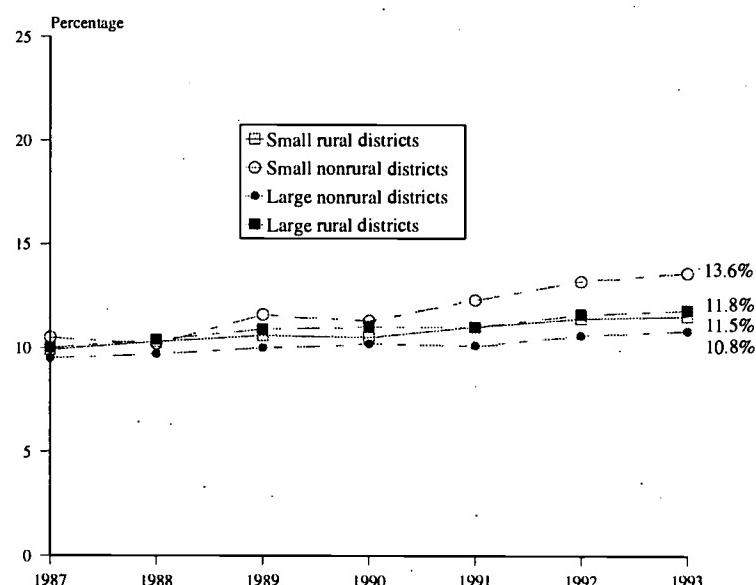


- Small rural
- Small nonrural
- Large rural
- Large nonrural



Students with Individualized Education Programs (IEPs). The number of students reported as having IEPs in small rural districts increased from 110,000 to 130,000 between 1987-88 and 1993-94.²⁰ This represents an annual 2.9 percent rate of increase, slightly smaller than the 3.8 percent increase in other districts. Students with IEPs increased at a faster rate than overall enrollment in small rural districts. As a result, as shown in figure 4.12, the percentage of students with IEPs in small rural districts increased from slightly less than 10 percent in 1987-88 to 11.5 percent in 1993-94. Clearly, more students' special needs were being identified in small rural districts, as they were in other districts, as time passed. As pointed out earlier, in 1993-94, the percentages in small rural districts were similar to percentages in other districts, and the relative change over time is comparable as well.

Figure 4.12. Percentage of students with Individualized Education Programs in small rural and other school districts, 1987-88 to 1993-94.



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

²⁰ Special education counts in the Common Core of Data were incomplete in the early years of this period. In some years, certain states reported no IEP counts, and for two states, no IEP counts were reported in any of the years. For those two states, data obtained directly from the states were used for this report; and for all states, missing and uniform zero reports were replaced with statistically imputed values.

Summary

Focusing the snapshot of small rural school districts in 1993-94 on the students in schools in those districts reveals the following patterns.

About 1,100,000 of the nation's 43,200,000 public school students were enrolled in small rural districts. More of the students in small rural districts were either white or Native American than elsewhere, while fewer were Asian or African American; and although more than 50,000 Hispanic students were enrolled in small rural districts, relatively more were enrolled in urban districts. Fewer of the school-aged children in small or rural districts were reported as having limited English proficiency; however, slightly more of the students in small rural districts were reported to have Individualized Education Programs to address special educational needs. As a national average, relatively more children in small rural districts were living in poverty, but this pattern only occurred in the South Central, Southeast, and West. Overall, it was not the case that more of the students in small rural districts were attending schools in the highest poverty districts; rather, fewer were in the most affluent districts (14 percent, compared to 27 percent in large nonrural districts).²¹

Extending this picture to trends over the preceding 7 years reveals additional patterns.

During the latter part of this period, enrollments increased in small rural districts, although not as fast as elsewhere. Although the percentage of minority enrollment increased by 10 percent overall (from 31 percent to 34 percent), it remained constant in small rural districts, at about 12 percent. While the percentage of Native Americans in small rural districts grew, the percentages of Asians and blacks in these districts declined. Finally, between 1987-88 and 1993-94, there were gradual increases in the proportion of students with Individualized Education Programs (IEPs) in small rural districts, as elsewhere.²²

²¹ If the definition of small rural education were expanded to include large rural districts with a majority of small schools, the total number of students in small rural districts would be increased by 30 percent, but there would be few differences in the findings. Under the expanded definition, the percentage of minority students would be 13 percent rather than 12 percent; the percentage of African American students in these districts would be 3 percent instead of 2 percent.

²² With the inclusion of large districts with a majority of small schools, the trends would essentially be the same, although the annual increases in the percentage of students with IEPs would have been more like other districts at 3.1 percent rather than 2.9 percent.

5. Revenues, Expenditures, and Student/Teacher Ratios in Small Rural School Districts

In 1992-93,²³ revenue per pupil was about \$6,200, and expenditures per pupil were about \$6,000 in small rural districts, about \$200 to \$400 more than in large nonrural districts (figures 5.1, 5.2). In rural areas, it was in large districts rather than small districts that revenue and expenditures suffered. Per-pupil spending varied substantially between regions: in the West, small rural districts spent nearly \$2,000 per pupil more than other districts did; but in the Midwest, unlike the rest of the country, except perhaps in the Southeast, less was spent in small rural districts than in other districts (table 5.1).

Nearly half the revenue in small rural districts came, each, from local and state sources, with about 7 percent from the federal government (figure 5.5). In large rural districts, by comparison, a much smaller share came from local sources. About two-thirds of the current expenditures in small rural districts were for core instruction, slightly less than elsewhere (figure 5.6). Nevertheless, ratios of students to teachers were lowest in small rural districts, ranging from 12 in top quartile spending districts to 15 in bottom quartile spending districts (figure 5.9).

Adjusted for inflation, trends between 1989-90 and 1992-93 were minor, although there were a few patterns. The slightly greater spending in small rural districts, compared to other districts in 1992-93, was more noticeable than it was 3 years earlier (figure 5.11). In the South Central region, per-pupil revenues in small rural districts rose, but in the Northeast, per-pupil expenditures declined somewhat (table 5.3). In the nation as a whole, however, there were no substantial trends in per-pupil revenue or expenditures or in student/teacher ratios.

²³ For 1992-93, per pupil revenues and expenditures for 16 percent of small rural districts (and 13 percent of all districts) were imputed, primarily based on data for the same districts in 1991-92, in which fewer than 2 percent were imputed. The same pattern of results held for both 1991-92 and 1992-93.

Background

During most of this century, powerful economic and social changes have taken place in rural America. As the economy has changed so that agriculture no longer is a major source of employment and income, rural areas have experienced an outmigration (DeYoung 1994; Stern 1994). Over the last 30 years, the proportion of the population that is of working age (i.e., 18 to 64) has continued to be higher in metropolitan areas than in rural ones, and the older segment of the population has increased more in rural than in metropolitan areas (Herzog and Pittman 1995). Overall poverty rates in rural areas have historically exceeded those of urban areas of the country; however, in the previous chapter we saw that in the 1990s this rural disadvantage, as felt by small districts, was primarily in the South and West.

Because of these factors, rural districts typically serve poorer populations with greater needs; they exist in areas with lower property values and therefore have a much smaller tax base for local educational funding; and they often do not have the requisite funding to provide more than the most basic educational program for their students. As a result, they have been continually encouraged to consolidate as a response to funding limitations and inadequate educational services (Bass 1990; Thompson 1990; DeYoung 1994; Verstegen 1990). In fact, school and district consolidations have been the single policy option used throughout the 20th century to try to achieve cost savings and improve education in rural districts (Stephens 1988). On the other hand, many small rural districts and schools offer environments that educational reformers have recently touted as effective for fostering positive student outcomes. These aspects include strong school and community partnerships, decentralized governance structures, low student/teacher ratios, and cultures characterized as adaptive, flexible, and innovative in providing educational services with limited resources (Haas and Lambert 1995; Stern 1995).

According to Stern (1994), rural residents pay a greater than average share of their income for schooling, even though poverty is high in rural areas (one-quarter of rural children lived in poverty in 1986). Furthermore, previous research has shown a systematic effect of rural location on public school spending (Parrish, Matsumoto, and Fowler 1995) even after adjusting for varying costs and needs across school districts. As for sources of funding, Parrish, Matsumoto, and Fowler (1995) also documented discrepancies in expenditures across districts.

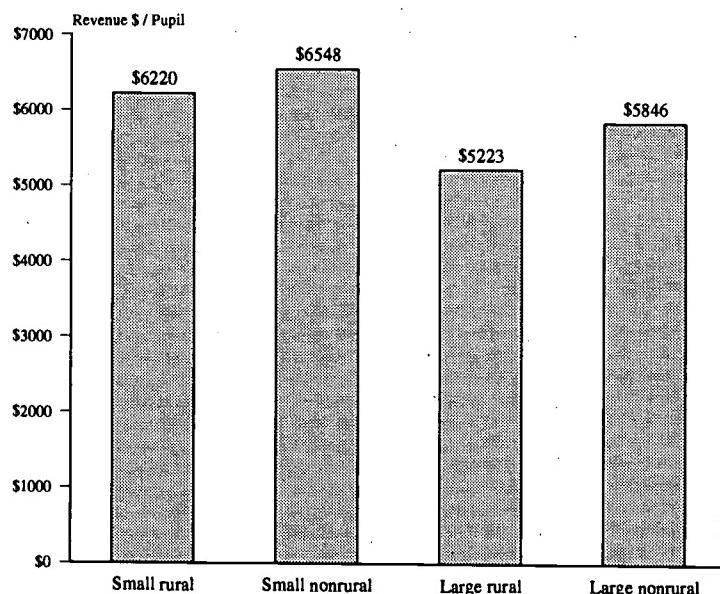
In this chapter, questions are addressed concerning whether size and characteristics of small rural districts are translated into lower per-pupil revenues and expenditures and higher student/teacher ratios. By setting a higher local funding priority on education and by using extra state and federal funds targeted to help rural areas, is it possible for small rural districts to achieve the same levels of resources as other districts? To what extent do they obtain revenues from state and federal governments; and to what extent do their expenditures focus on core instructional costs?

Revenues, Expenditures and Student/Teacher Ratios in Small Rural School Districts in 1992-93

Per-Pupil Revenues and Expenditures. School districts annually report both revenues and expenditures to NCES as part of the F-33 Census of Governments. Although revenues and expenditures, in aggregate, should conform to very similar patterns across school districts as these districts respond to budget balancing pressures, they are analyzed differently—revenues in terms of sources (local, state, and federal) and expenditures in terms of school processes (instruction, support, and capital outlays). These data can be used to portray the financial status of small rural school districts and how they differ from other districts.

As can be seen in figures 5.1 and 5.2, both revenues and expenditures per pupil were greater in small districts than in large districts but less in rural districts than in nonrural districts. As a result of the offsetting combination of these two factors, average revenues and expenditures per pupil were higher in small rural districts than in large nonrural districts (revenues by \$374/pupil and expenditures by \$207/pupil). Thus, even though the percentages of students living in poverty were greater in small rural districts in some regions of the nation, public school finances in the *small* districts in rural areas were not significantly depressed.²⁴ In rural areas, it is the *large* districts that lag substantially in revenues and expenditures per pupil.

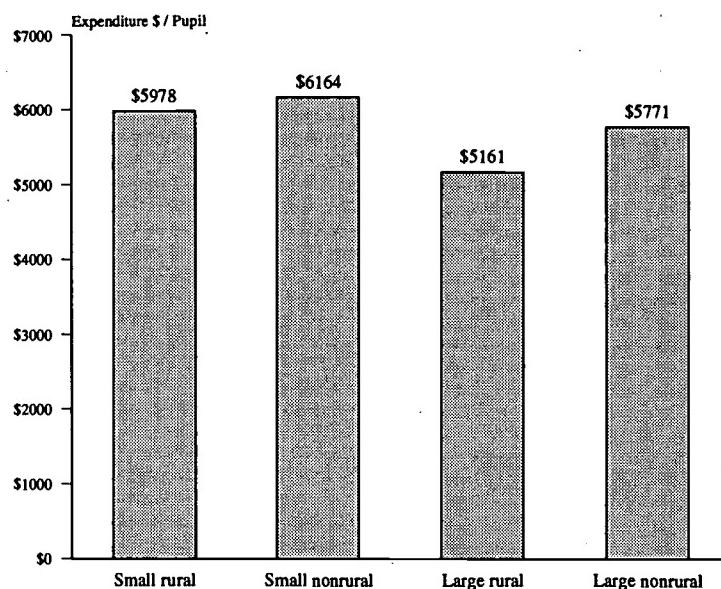
Figure 5.1. Average per-pupil revenues in small rural and other school districts in 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments

²⁴ These comparisons do not take into account either different prices paid for educational resources (e.g., teacher salaries) or different resource needs (e.g., transportation costs). However, an auxiliary analysis was carried out adjusting revenues and expenditures for the district Teacher Cost Index developed by Chambers (1995). The results of those analyses indicated that salaries for comparably qualified teachers were lower in small rural districts than elsewhere.

Figure 5.2. Average per-pupil expenditures in small rural and other school districts in 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments

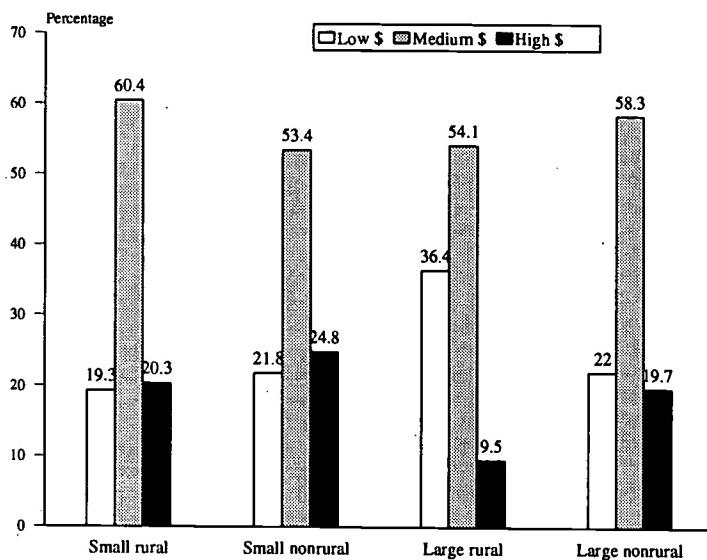
Another way to look at per-pupil revenues and expenditures is to divide the public school districts in the nation into high (top 25 percent), medium, and low (bottom 25 percent) revenue and expenditure districts. The question concerns the extent to which the high versus low revenue and expenditure districts are small and rural. What percentage of small rural district students attend schools in top and bottom quartile districts? The results shown in figures 5.3 and 5.4 indicate that in 1992-93, the distributions of students in top and bottom quartile districts were not very different from most school districts: about 23 percent of students in small rural districts were in districts in the top quartile. Large rural districts, on the other hand, were much more likely to have low per-pupil revenues and expenditures than other districts. Only 8.1 percent of students in large rural districts were in top quartile districts on revenue, only 9.5 percent on expenditure.

Figure 5.3. Percentages of students in small rural and other school districts with low, medium, and high per-pupil revenues in 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Government

Figure 5.4. Percentages of students in small rural and other school districts with low, medium, and high per-pupil expenditures in 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments

Regional Variation. There are substantial regional variations in per-pupil revenues, and similarly in per-pupil expenditures. However, the patterns of variation are different in small rural districts, when compared to all other districts in the region. As shown in table 5.1, small rural districts fare best on this criterion in the West: when compared to their larger and nonrural counterparts, they spend nearly \$2,000 more per student. Less striking, but still substantial, are the differences between the Midwest and the rest of the country. In the Midwest, where there are more small rural districts than in any other region, these districts are able to spend less per student than larger or nonrural districts. In the other three regions of the country, revenues and expenditures per-pupil are greater in small rural districts than in other districts.²⁵

Table 5.1. Per-pupil revenues and expenditures in small rural districts, compared to all other districts, by region, in 1992-93

| Region | Small Rural Districts | All Other Districts |
|-------------------------------|-----------------------|---------------------|
| Revenues per pupil | | |
| Northeast | \$8,589 | \$7,980 |
| Southeast | -- | \$5,026 |
| South Central | \$6,590 | \$5,374 |
| Midwest | \$5,427 | \$5,755 |
| West | \$7,058 | \$5,150 |
| Expenditures per pupil | | |
| Northeast | \$8,204 | \$7,850 |
| Southeast | -- | \$4,965 |
| South Central | \$5,369 | \$4,902 |
| Midwest | \$5,587 | \$5,763 |
| West | \$7,006 | \$5,204 |

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Government

Note: -- There were too few small rural districts in the Southeast to compute a reliable estimate.

Although they are not attributable to any single large state in a region, regional variations reflect substantial state-to-state differences in per-pupil revenues and expenditures, which are presented in tables A5.3b and A5.8b in appendix A. In 15 states, the average per-pupil revenues in small rural districts in 1992-93 were at least \$1,000 more than the overall average for all districts in the state: in the West, Alaska, Washington, Idaho, Wyoming, Utah, Nevada, California, Arizona, New Mexico, and Texas; in the Northeast, New Jersey, Connecticut, Rhode Island, New Hampshire, and Maine. On the other hand, in the Midwestern states of Illinois, Missouri, Kentucky, Tennessee, Ohio, and Michigan, per-pupil revenues were at least \$500 less in small rural districts than in other districts. Regional clustering of the states where small rural districts have higher and lower revenues per-pupil is striking. Further research is needed to understand state-to-state variation in the funding of small rural districts.

²⁵ The expenditure differential in the Southeast is based on too few small rural districts (n=16) to be reliable. As shown in appendix B, however, when all unified districts with high school enrollments of less than 100 per grade are considered small, the mean per-pupil revenue and expenditures in small rural districts in the Southeast were both about \$100 less than in other districts in the Southeast.

Grade Level Variations. Greater per-pupil expenditures are generally thought to be required for a quality high school education than for elementary school, and information on the relative size of the differential in small rural districts as compared to other districts can shed light on the ways resources are allocated in rural areas. However, because the Common Core of Data financial information is only available at the district level, the comparison of costs at elementary and secondary levels can only be based on the relatively small number of separate elementary and secondary districts. Based on this subset of districts, small rural secondary districts have per-pupil revenues of \$556 and per-pupil expenditures of \$1,199 more than small rural elementary districts, as shown in table 5.2. Generally, small rural *elementary* districts outspend other elementary districts by roughly \$1,000 per-pupil; while secondary and unified small rural districts only outspend their larger, nonrural counterparts by \$100 to \$300 per pupil on average.²⁶

Table 5.2. Per-pupil revenues and expenditures in small rural districts, compared to all other districts, by grade level served, in 1992-93

| Region | Small rural Districts | All Other Districts |
|------------------------|-----------------------|---------------------|
| Revenues per pupil | | |
| Elementary | \$6,917 | \$5,608 |
| Unified | \$6,104 | \$5,753 |
| Secondary | \$7,473 | \$7,369 |
| Expenditures per pupil | | |
| Elementary | \$6,369 | \$5,470 |
| Unified | \$5,876 | \$5,683 |
| Secondary | \$7,568 | \$7,286 |

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments.

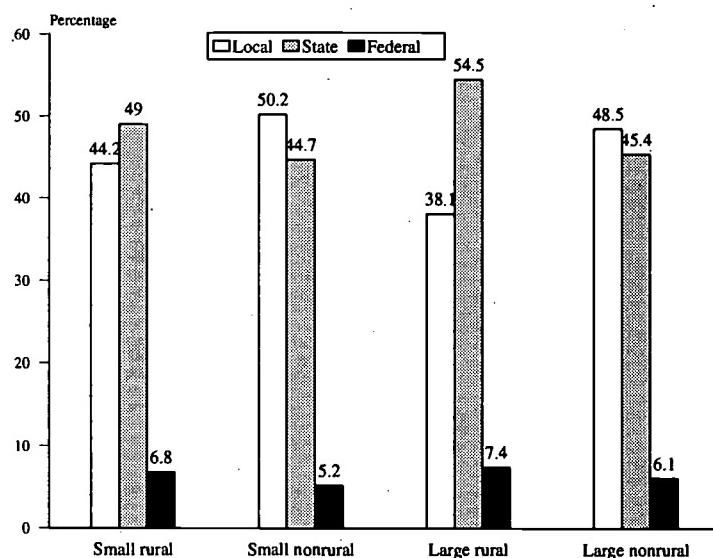
Revenue Sources. Revenues for public schools come essentially from three sources: local government, state government, and the federal government. As shown in figure 5.5, the share of revenues in small rural districts from state and local sources were each between 40 and 50 percent in 1992-93, with a 6 to 7 percent share from federal programs. These percentages are about the same as percentages in other districts. In rural areas, it is the large districts, which have greater poverty and lower overall revenues, that rely on state and federal sources for a larger share of their revenue.

Expenditure Allocations. Just as there were small but noticeable differences in revenue sources between small and large rural and nonrural districts, there were also small but noticeable differences in the allocation of expenditures for different purposes. On the Bureau of Census F-33 form, which provides school district financial data for the Common Core of Data, total expenditures were reported, as were the subset of those expenditures that were current expenditures and the subset

²⁶ There is an apparent paradox in table 5.2, that small rural unified districts, which combine elementary and secondary education, have lower per-pupil revenues and expenditures than elementary districts. This reflects the combined effects of regional variation in the prevalence of elementary districts (see table A2.3b in appendix A) and in average spending. There were relatively larger percentages of elementary districts, compared to unified districts, among small rural districts in regions with relatively higher spending: the Northeast and West.

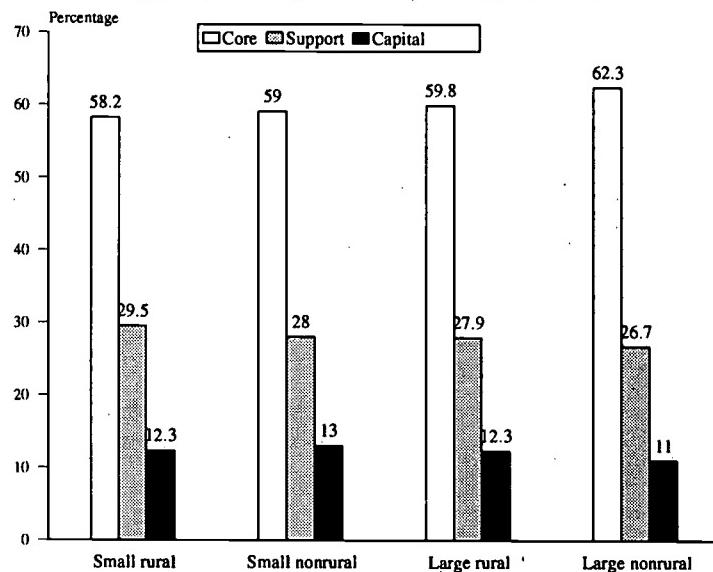
of current expenditures that were for core instructional services (see figure 5.6). A shorthand way of looking at this is to think of "current expenditures not for core instruction" as support expenditures, and "non-current expenditures" as capital expenditures.

Figure 5.5. Percentages of revenues in small rural and other school districts from local, state, and federal sources in 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments

Figure 5.6. Percentages of expenditures in small rural and other school districts for core instruction, administrative support, and capital outlays in 1992-93

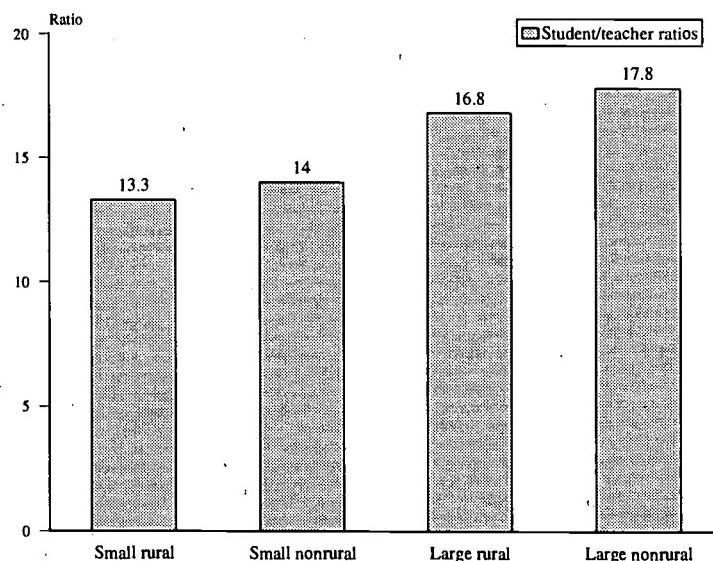


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments

In 1992-93, expenditures were allocated roughly the same across types of districts—about 62 percent for core instruction, 27 percent for support, and 11 percent for capital outlay. However, there was a tendency for large nonrural districts to allocate somewhat more for core instruction, and as a result, small rural districts were spending less of their funds on core instruction than large nonrural districts (58.2 percent versus 62.3 percent).

Student/Teacher Ratios. The most important resource purchased by schools is teachers' time, and small rural districts differ from other districts both in terms of the characteristics of their teaching force and the numbers of students for which each teacher is responsible. Ballou and Podgursky (1996) have reported analyses of the Schools and Staffing Survey (SASS) which indicate that, in a representative sample of rural and small town schools, teachers on average earn less and have less formal education and experience than teachers in nonrural schools. On the other hand, as shown in figure 5.7, small rural districts had lower student/teacher ratios in 1993-94 than other districts. The effects of district size are substantial—average student/teacher ratios are about 14 in small districts and 17 in large districts. Thus, there appears to be a trade-off between quality, as measured by formal teacher qualifications, and quantity, as measured by the "share" of each teacher available to a student, between small rural districts and large nonrural districts.

Figure 5.7. Average student/teacher ratios in small rural and other school districts in 1992-93

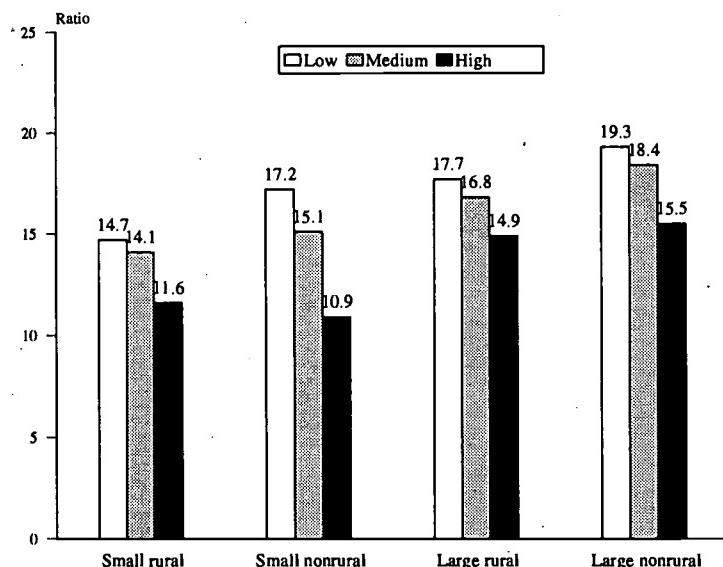


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments

Differences in average student/teacher ratios are associated with differences in per-pupil revenues and expenditures, as shown in figures 5.8 and 5.9. Small rural districts in the top quartile of per-pupil revenues and expenditures had only about 12 students per teacher, compared to a 15-to-1 ratio in the bottom quartile. This is not surprising, because the largest component of school expenditures is for teachers. However, it does show that in small rural districts, as elsewhere, real

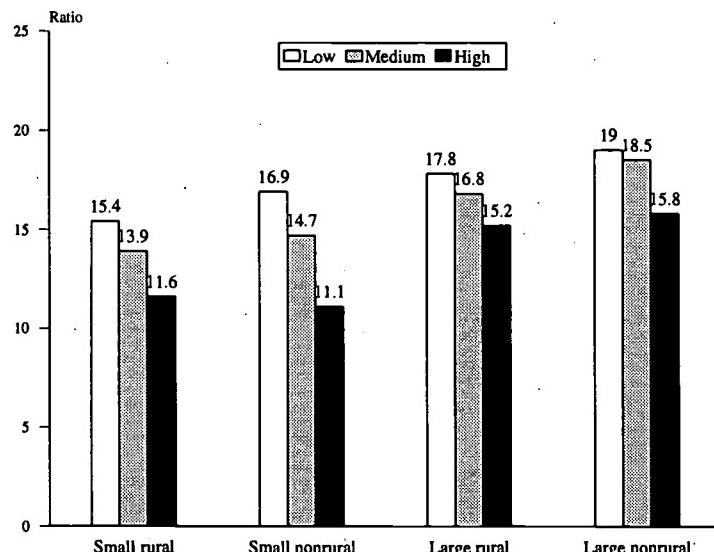
resources are related to funding levels. The relationship between school size and student/teacher ratios appears as strong as between funding levels and these ratios: small rural districts in the bottom quartile on spending per pupil had lower student/teacher ratios than large nonrural districts in the top quartile.

Figure 5.8. Average student/teacher ratios in small rural and other school districts with low, medium, and high per-pupil revenues in 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data;
Bureau of the Census, F-33 Survey of Local Governments

Figure 5.9. Average student/teacher ratios in small rural and other school districts with low, medium, and high per-pupil expenditures in 1992-93

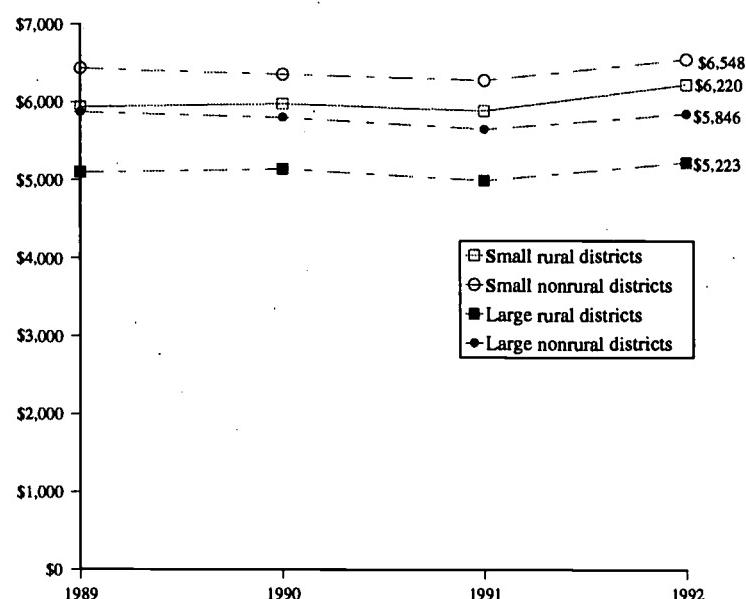


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data;
Bureau of the Census, F-33 Survey of Local Governments

Trends in Revenues, Expenditures, and Student/Teacher Ratios in Small Rural School Districts between 1989-90 and 1992-93

Per-pupil revenue and expenditure in current dollars tend to increase with the inflation rate, and a correction has been applied to these data so that all years are measured in constant dollars, set to the value in 1992-93.²⁷ Once corrected for inflation, per-pupil revenues and expenditures exhibited very little change in small rural districts between 1989-90 and 1992-93. As can be seen in figure 5.10, in all 4 years, revenues per student in small rural districts were slightly greater than in large nonrural districts, substantially greater than those of large rural districts, and somewhat less than in small nonrural districts.

Figure 5.10. Trends in per-pupil revenues in small rural and other school districts between 1989-1990 and 1992-93 (in constant 1992-93 dollars)

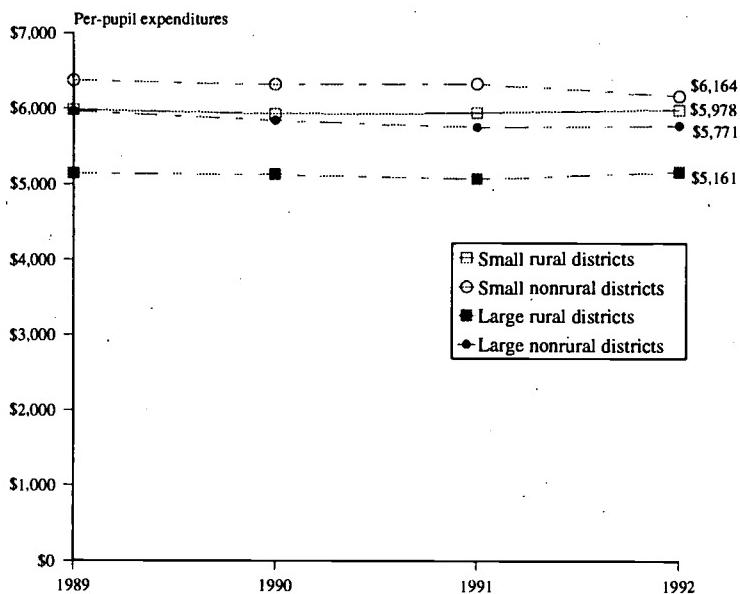


SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Government

The average per-pupil expenditure in small rural schools, adjusted for inflation, varied only between \$5,950 and \$6,120 during these four years. Trends in average per-pupil expenditures in small rural districts are compared with trends in other districts in figure 5.11. (The complete data are shown in table A5.7 in the appendix.) The difference favoring small rural districts over large nonrural districts increased from \$13 in 1989-90 to \$207 in 1992-93 (see table A5.7), as much because spending in large nonrural districts did not keep up with inflation as that spending increased in small rural districts.

²⁷ The annual inflation ratios used were 1.054 for 1989-90 to 1990-91, 1.042 for 1990-91 to 1991-92, and 1.030 for 1991-92 to 1992-93.

Figure 5.11. Trends in per-pupil expenditures in small rural and other school districts between 1989-90 and 1992-93 (in constant 1992-93 dollars)



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments

Regional Variation. As shown in table 5.3, gains in per-pupil spending varied by region. Small rural districts in the Northeast, which in 1989-90 had the highest per-pupil expenditures, lost ground over this period as did other districts in the Northeast, but as shown in table A5.8 they still remained the highest spending region in 1992-93.²⁸

Table 5.3. Per-pupil expenditure gains in small rural districts, compared to all other districts, by region, from 1989-90 to 1992-93 (in constant 1992-93 dollars)

| Region | Small rural Districts | All Other Districts |
|--------------------------------|-----------------------|---------------------|
| Gain in expenditures per pupil | | |
| Northeast | -\$548 | -\$325 |
| Southeast | -- | -\$315 |
| South Central | \$48 | \$19 |
| Midwest | \$113 | \$107 |
| West | -\$315 | -\$250 |

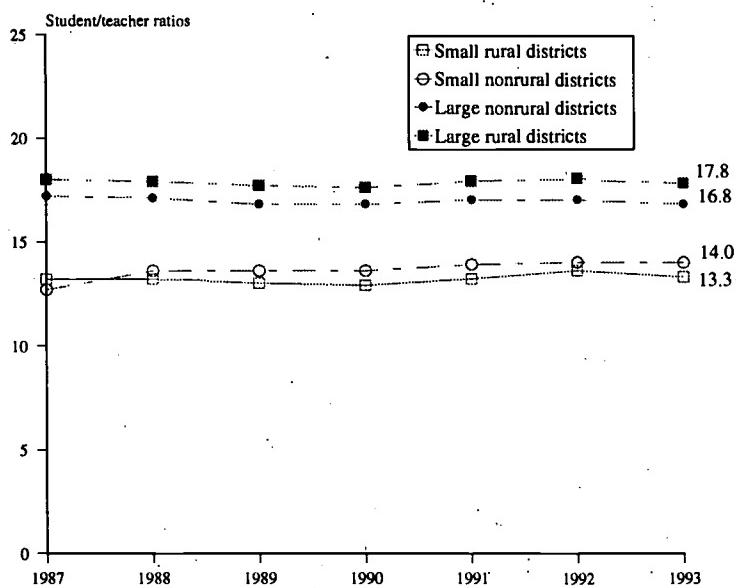
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments.

Note: -- There were too few small rural districts in the Southeast to support a reliable estimate.

²⁸ An examination of regional CPI measures indicates that this differential loss, in comparison to other regions, is not a reflection of differential inflation rates. Although there were too few small rural districts in the Southeast for reliable estimation, when unified districts with fewer than 100 students per high school grade were included in the definition of "small districts" (see appendix B), there was a gain of about \$250 in per-pupil expenditures in small rural districts in the Southeast over this period.

Student/Teacher Ratios. On a nationwide basis, changes in per-pupil revenues and expenditures in small rural districts over this time period were relatively minor, and that is reflected in the lack of changes in student/teacher ratios, shown in figure 5.12. Average student/teacher ratios in small rural districts remained at about 13 throughout the period from 1986-87 to 1993-94, while, for example, the average ratios in large nonrural districts remained at about 18.

Figure 5.12. Trends in student/teacher ratios in small rural and other school districts between 1986-87 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Bureau of the Census, F-33 Survey of Local Governments

Summary

Focusing the snapshot of small rural school districts in 1992-93 on revenue, expenditures, and student/teacher ratios in those districts reveals the following patterns.

Revenue per pupil was about \$6,200, and expenditures per pupil were about \$6,000 in small rural districts, about \$200 to \$400 more than in large nonrural districts. In rural areas, it was in large districts rather than small districts that revenue and expenditures suffered, relative to nonrural districts. Per-pupil spending varied substantially between regions: in the West, small rural districts spent nearly \$2,000 per pupil more than other districts did; but in the Midwest, unlike the rest of the country, less was spent in small rural districts than elsewhere.

Nationally, 93 percent of the revenue in small rural districts came almost equally from local sources (44 percent) and state sources (49 percent), with about 7 percent from the federal government. In large rural districts, by comparison, a much smaller share came from local sources. About two-thirds of the current expenditures in small rural districts were for core instruction, slightly less than elsewhere. Nevertheless, ratios of students to teachers were lowest in small rural districts, ranging from 12 in top spending districts to 15 in bottom spending districts.²⁹

Extending this picture to longitudinal trends over the preceding 3 years does not reveal a great deal of additional information. Adjusted for inflation, trends are minor, although there were a few patterns.

The slightly greater spending in small rural districts, compared to other districts in 1992-93, grew from essentially no difference 3 years earlier. In the South Central region, per-pupil revenues in small rural districts increased, but in the Northeast, per-pupil expenditures declined somewhat. As a national average, however, there were no substantial changes in per-pupil revenue or expenditures or in student/teacher ratios.³⁰

²⁹ Including large rural districts with a majority of small schools in the small rural category had little effect on the results. Average spending in the expanded set of small rural districts was about \$100 to \$150 less per-pupil but still slightly higher than in other districts. Generally, summary figures for small rural districts were, as expected, slightly closer to figures for large rural districts.

³⁰ Trends were not substantially affected by the inclusion of large rural districts with a majority of small schools. For example, over the three-year period there was a negligible average loss of \$50 in per-pupil expenditures in the expanded set of small rural districts, compared to \$200 in large nonrural districts. The corresponding loss for the originally defined small rural districts was negligible (\$6).

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Appendix A. Tables Section

Table A2.1. Number of rural, small, and other school districts, by level and year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|--------|-------|---------|--------|-------|-------|---------|--------|----------|-------|---------|--------|
| | Total | Elem | Unified | Second | Total | Elem | Unified | Second | Total | Elem | Unified | Second |
| Total | | | | | | | | | | | | |
| 1986-87 | 15,345 | 3,824 | 10,879 | 642 | 7,409 | 1,919 | 5,229 | 261 | 7,936 | 1,905 | 5,650 | 381 |
| 1987-88 | 15,273 | 3,772 | 10,861 | 640 | 7,387 | 1,905 | 5,223 | 259 | 7,886 | 1,867 | 5,638 | 381 |
| 1988-89 | 15,199 | 3,716 | 10,846 | 637 | 7,353 | 1,880 | 5,215 | 258 | 7,846 | 1,836 | 5,631 | 379 |
| 1989-90 | 15,113 | 3,652 | 10,825 | 636 | 7,305 | 1,843 | 5,204 | 258 | 7,808 | 1,809 | 5,621 | 378 |
| 1990-91 | 15,035 | 3,599 | 10,806 | 630 | 7,260 | 1,809 | 5,198 | 253 | 7,775 | 1,790 | 5,608 | 377 |
| 1991-92 | 14,956 | 3,537 | 10,789 | 630 | 7,207 | 1,773 | 5,183 | 251 | 7,749 | 1,764 | 5,606 | 379 |
| 1992-93 | 14,820 | 3,436 | 10,748 | 636 | 7,091 | 1,704 | 5,136 | 251 | 7,729 | 1,732 | 5,612 | 385 |
| 1993-94 | 14,648 | 3,334 | 10,683 | 631 | 6,979 | 1,645 | 5,085 | 249 | 7,669 | 1,689 | 5,598 | 382 |
| Small | | | | | | | | | | | | |
| 1986-87 | 5,679 | 2,217 | 3,192 | 270 | 4,653 | 1,529 | 2,906 | 218 | 1,026 | 688 | 286 | 52 |
| 1987-88 | 5,608 | 2,171 | 3,170 | 267 | 4,626 | 1,515 | 2,895 | 216 | 982 | 656 | 275 | 51 |
| 1988-89 | 5,543 | 2,125 | 3,155 | 263 | 4,593 | 1,491 | 2,887 | 215 | 950 | 634 | 268 | 48 |
| 1989-90 | 5,469 | 2,073 | 3,133 | 263 | 4,546 | 1,458 | 2,873 | 215 | 923 | 615 | 260 | 48 |
| 1990-91 | 5,402 | 2,023 | 3,120 | 259 | 4,505 | 1,425 | 2,868 | 212 | 897 | 598 | 252 | 47 |
| 1991-92 | 5,333 | 1,970 | 3,106 | 257 | 4,457 | 1,394 | 2,852 | 211 | 876 | 576 | 254 | 46 |
| 1992-93 | 5,204 | 1,888 | 3,057 | 259 | 4,351 | 1,339 | 2,802 | 210 | 853 | 549 | 255 | 49 |
| 1993-94 | 5,052 | 1,809 | 2,986 | 257 | 4,238 | 1,290 | 2,740 | 208 | 814 | 519 | 246 | 49 |
| Large | | | | | | | | | | | | |
| 1986-87 | 9,666 | 1,607 | 7,687 | 372 | 2,756 | 390 | 2,323 | 43 | 6,910 | 1,217 | 5,364 | 329 |
| 1987-88 | 9,665 | 1,601 | 7,691 | 373 | 2,761 | 390 | 2,328 | 43 | 6,904 | 1,211 | 5,363 | 330 |
| 1988-89 | 9,656 | 1,591 | 7,691 | 374 | 2,760 | 389 | 2,328 | 43 | 6,896 | 1,202 | 5,363 | 331 |
| 1989-90 | 9,644 | 1,579 | 7,692 | 373 | 2,759 | 385 | 2,331 | 43 | 6,885 | 1,194 | 5,361 | 330 |
| 1990-91 | 9,633 | 1,576 | 7,686 | 371 | 2,755 | 384 | 2,330 | 41 | 6,878 | 1,192 | 5,356 | 330 |
| 1991-92 | 9,623 | 1,567 | 7,683 | 373 | 2,750 | 379 | 2,331 | 40 | 6,873 | 1,188 | 5,352 | 333 |
| 1992-93 | 9,616 | 1,548 | 7,691 | 377 | 2,740 | 365 | 2,334 | 41 | 6,876 | 1,183 | 5,357 | 336 |
| 1993-94 | 9,596 | 1,525 | 7,697 | 374 | 2,741 | 355 | 2,345 | 41 | 6,855 | 1,170 | 5,352 | 333 |

Table A2.2. Number of students (in thousands) enrolled in rural, small, and other school districts, by level and year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|--------|-------|---------|--------|-------|------|---------|--------|----------|-------|---------|--------|
| | Total | Elem | Unified | Second | Total | Elem | Unified | Second | Total | Elem | Unified | Second |
| Total | | | | | | | | | | | | |
| 1986-87 | 39,588 | 2,165 | 36,404 | 1,019 | 5,400 | 272 | 5,064 | 64 | 34,188 | 1,893 | 31,340 | 955 |
| 1987-88 | 39,751 | 2,207 | 36,555 | 989 | 5,398 | 281 | 5,054 | 63 | 34,353 | 1,926 | 31,501 | 926 |
| 1988-89 | 39,941 | 2,260 | 36,724 | 957 | 5,410 | 282 | 5,067 | 61 | 34,531 | 1,978 | 31,657 | 896 |
| 1989-90 | 40,311 | 2,339 | 37,026 | 946 | 5,423 | 286 | 5,077 | 60 | 34,888 | 2,053 | 31,949 | 886 |
| 1990-91 | 40,971 | 2,426 | 37,590 | 955 | 5,454 | 293 | 5,103 | 58 | 35,517 | 2,133 | 32,487 | 897 |
| 1991-92 | 41,811 | 2,484 | 38,342 | 985 | 5,534 | 297 | 5,177 | 60 | 36,277 | 2,187 | 33,165 | 925 |
| 1992-93 | 42,571 | 2,526 | 39,028 | 1,017 | 5,629 | 297 | 5,267 | 65 | 36,942 | 2,229 | 33,761 | 952 |
| 1993-94 | 43,196 | 2,562 | 39,600 | 1,034 | 5,710 | 294 | 5,346 | 70 | 37,486 | 2,268 | 34,254 | 964 |
| Small | | | | | | | | | | | | |
| 1986-87 | 1,294 | 164 | 1,087 | 43 | 1,123 | 107 | 987 | 29 | 171 | 57 | 100 | 14 |
| 1987-88 | 1,276 | 159 | 1,076 | 41 | 1,113 | 104 | 981 | 28 | 163 | 55 | 95 | 13 |
| 1988-89 | 1,291 | 179 | 1,071 | 41 | 1,109 | 106 | 976 | 27 | 182 | 73 | 95 | 14 |
| 1989-90 | 1,293 | 185 | 1,068 | 40 | 1,109 | 107 | 975 | 27 | 184 | 78 | 93 | 13 |
| 1990-91 | 1,293 | 188 | 1,066 | 39 | 1,107 | 108 | 973 | 26 | 186 | 80 | 93 | 13 |
| 1991-92 | 1,309 | 190 | 1,078 | 41 | 1,119 | 109 | 982 | 28 | 190 | 81 | 96 | 13 |
| 1992-93 | 1,325 | 191 | 1,088 | 46 | 1,131 | 109 | 990 | 32 | 194 | 82 | 98 | 14 |
| 1993-94 | 1,327 | 190 | 1,087 | 50 | 1,131 | 107 | 988 | 36 | 196 | 83 | 99 | 14 |
| Large | | | | | | | | | | | | |
| 1986-87 | 38,294 | 2,001 | 35,317 | 976 | 4,277 | 165 | 4,077 | 35 | 34,017 | 1,836 | 31,240 | 941 |
| 1987-88 | 38,475 | 2,048 | 35,479 | 948 | 4,285 | 177 | 4,073 | 35 | 34,190 | 1,871 | 31,406 | 913 |
| 1988-89 | 38,650 | 2,081 | 35,653 | 916 | 4,301 | 176 | 4,091 | 34 | 34,349 | 1,905 | 31,562 | 882 |
| 1989-90 | 39,018 | 2,154 | 35,958 | 906 | 4,314 | 179 | 4,102 | 33 | 34,704 | 1,975 | 31,856 | 873 |
| 1990-91 | 39,678 | 2,238 | 36,524 | 916 | 4,347 | 185 | 4,130 | 32 | 35,331 | 2,053 | 32,394 | 884 |
| 1991-92 | 40,502 | 2,294 | 37,264 | 944 | 4,415 | 188 | 4,195 | 32 | 36,087 | 2,106 | 33,069 | 912 |
| 1992-93 | 41,246 | 2,335 | 37,940 | 971 | 4,498 | 188 | 4,277 | 33 | 36,748 | 2,147 | 33,663 | 938 |
| 1993-94 | 41,869 | 2,372 | 38,513 | 984 | 4,579 | 187 | 4,358 | 34 | 37,290 | 2,185 | 34,155 | 950 |

Table A2.3a. Number of rural, small, and other school districts, by region and year

| | Total | | | Rural | | | Nonrural | | |
|----------------------|-------|-------|-------|-------|-------|-------|----------|-------|-------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| Northeast | | | | | | | | | |
| 1986-87 | 2,971 | 589 | 2,382 | 805 | 419 | 386 | 2,166 | 170 | 1,996 |
| 1987-88 | 2,969 | 587 | 2,382 | 807 | 420 | 387 | 2,162 | 167 | 1,995 |
| 1988-89 | 2,963 | 584 | 2,379 | 806 | 419 | 387 | 2,157 | 165 | 1,992 |
| 1989-90 | 2,959 | 580 | 2,379 | 804 | 417 | 387 | 2,155 | 163 | 1,992 |
| 1990-91 | 2,959 | 579 | 2,380 | 805 | 417 | 388 | 2,154 | 162 | 1,992 |
| 1991-92 | 2,958 | 576 | 2,382 | 803 | 415 | 388 | 2,155 | 161 | 1,994 |
| 1992-93 | 2,957 | 574 | 2,383 | 801 | 412 | 389 | 2,156 | 162 | 1,994 |
| 1993-94 | 2,948 | 568 | 2,380 | 796 | 408 | 388 | 2,152 | 160 | 1,992 |
| Southeast | | | | | | | | | |
| 1986-87 | 1,387 | 31 | 1,356 | 532 | 19 | 513 | 855 | 12 | 843 |
| 1987-88 | 1,380 | 29 | 1,351 | 531 | 17 | 514 | 849 | 12 | 837 |
| 1988-89 | 1,379 | 28 | 1,351 | 531 | 17 | 514 | 848 | 11 | 837 |
| 1989-90 | 1,373 | 27 | 1,346 | 530 | 16 | 514 | 843 | 11 | 832 |
| 1990-91 | 1,373 | 26 | 1,347 | 530 | 16 | 514 | 843 | 10 | 833 |
| 1991-92 | 1,375 | 32 | 1,343 | 531 | 17 | 514 | 844 | 15 | 829 |
| 1992-93 | 1,369 | 32 | 1,337 | 529 | 17 | 512 | 840 | 15 | 825 |
| 1993-94 | 1,353 | 27 | 1,326 | 527 | 16 | 511 | 826 | 11 | 815 |
| South Central | | | | | | | | | |
| 1986-87 | 2,013 | 1,041 | 972 | 1,178 | 879 | 299 | 835 | 162 | 673 |
| 1987-88 | 2,003 | 1,030 | 973 | 1,174 | 874 | 300 | 829 | 156 | 673 |
| 1988-89 | 1,999 | 1,026 | 973 | 1,172 | 872 | 300 | 827 | 154 | 673 |
| 1989-90 | 1,991 | 1,018 | 973 | 1,166 | 866 | 300 | 825 | 152 | 673 |
| 1990-91 | 1,974 | 1,001 | 973 | 1,156 | 856 | 300 | 818 | 145 | 673 |
| 1991-92 | 1,948 | 977 | 971 | 1,141 | 841 | 300 | 807 | 136 | 671 |
| 1992-93 | 1,935 | 964 | 971 | 1,130 | 830 | 300 | 805 | 134 | 671 |
| 1993-94 | 1,915 | 944 | 971 | 1,116 | 815 | 301 | 799 | 129 | 670 |
| Midwest | | | | | | | | | |
| 1986-87 | 5,981 | 2,707 | 3,274 | 3,409 | 2,275 | 1,134 | 2,572 | 432 | 2,140 |
| 1987-88 | 5,930 | 2,656 | 3,274 | 3,393 | 2,261 | 1,132 | 2,537 | 395 | 2,142 |
| 1988-89 | 5,878 | 2,607 | 3,271 | 3,367 | 2,236 | 1,131 | 2,511 | 371 | 2,140 |
| 1989-90 | 5,830 | 2,555 | 3,275 | 3,338 | 2,204 | 1,134 | 2,492 | 351 | 2,141 |
| 1990-91 | 5,779 | 2,514 | 3,265 | 3,311 | 2,181 | 1,130 | 2,468 | 333 | 2,135 |
| 1991-92 | 5,736 | 2,474 | 3,262 | 3,280 | 2,152 | 1,128 | 2,456 | 322 | 2,134 |
| 1992-93 | 5,644 | 2,381 | 3,263 | 3,198 | 2,078 | 1,120 | 2,446 | 303 | 2,143 |
| 1993-94 | 5,555 | 2,289 | 3,266 | 3,128 | 2,003 | 1,125 | 2,427 | 286 | 2,141 |
| West | | | | | | | | | |
| 1986-87 | 2,993 | 1,311 | 1,682 | 1,485 | 1,061 | 424 | 1,508 | 250 | 1,258 |
| 1987-88 | 2,991 | 1,306 | 1,685 | 1,482 | 1,054 | 428 | 1,509 | 252 | 1,257 |
| 1988-89 | 2,980 | 1,298 | 1,682 | 1,477 | 1,049 | 428 | 1,503 | 249 | 1,254 |
| 1989-90 | 2,960 | 1,289 | 1,671 | 1,467 | 1,043 | 424 | 1,493 | 246 | 1,247 |
| 1990-91 | 2,950 | 1,282 | 1,668 | 1,458 | 1,035 | 423 | 1,492 | 247 | 1,245 |
| 1991-92 | 2,939 | 1,274 | 1,665 | 1,452 | 1,032 | 420 | 1,487 | 242 | 1,245 |
| 1992-93 | 2,915 | 1,253 | 1,662 | 1,433 | 1,014 | 419 | 1,482 | 239 | 1,243 |
| 1993-94 | 2,877 | 1,224 | 1,653 | 1,412 | 996 | 416 | 1,465 | 228 | 1,237 |

Table A2.3b. Counts of small rural and other districts at each grade level

| | Total | | | | Small Rural | | | | Other | | | |
|----------------------|--------|-------|---------|-----|-------------|-------|---------|-----|--------|-------|---------|-----|
| | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec |
| United States | | | | | | | | | | | | |
| 1986-87 | 15,345 | 3,824 | 10,879 | 642 | 4,653 | 1,529 | 2,906 | 218 | 10,692 | 2,295 | 7,973 | 424 |
| 1987-88 | 15,273 | 3,772 | 10,861 | 640 | 4,626 | 1,515 | 2,895 | 216 | 10,647 | 2,257 | 7,966 | 424 |
| 1988-89 | 15,199 | 3,716 | 10,846 | 637 | 4,593 | 1,491 | 2,887 | 215 | 10,606 | 2,225 | 7,959 | 422 |
| 1989-90 | 15,113 | 3,652 | 10,825 | 636 | 4,546 | 1,458 | 2,873 | 215 | 10,567 | 2,194 | 7,952 | 421 |
| 1990-91 | 15,035 | 3,599 | 10,806 | 630 | 4,505 | 1,425 | 2,868 | 212 | 10,530 | 2,174 | 7,938 | 418 |
| 1991-92 | 14,956 | 3,537 | 10,789 | 630 | 4,457 | 1,394 | 2,852 | 211 | 10,499 | 2,143 | 7,937 | 419 |
| 1992-93 | 14,820 | 3,436 | 10,748 | 636 | 4,351 | 1,339 | 2,802 | 210 | 10,469 | 2,097 | 7,946 | 426 |
| 1993-94 | 14,648 | 3,334 | 10,683 | 631 | 4,238 | 1,290 | 2,740 | 208 | 10,410 | 2,044 | 7,943 | 423 |
| Northeast | | | | | | | | | | | | |
| 1986-87 | 2,971 | 884 | 1,948 | 139 | 419 | 261 | 149 | 9 | 2,552 | 623 | 1,799 | 130 |
| 1987-88 | 2,969 | 882 | 1,946 | 141 | 420 | 264 | 147 | 9 | 2,549 | 618 | 1,799 | 132 |
| 1988-89 | 2,963 | 878 | 1,942 | 143 | 419 | 264 | 146 | 9 | 2,544 | 614 | 1,796 | 134 |
| 1989-90 | 2,959 | 875 | 1,941 | 143 | 417 | 262 | 146 | 9 | 2,542 | 613 | 1,795 | 134 |
| 1990-91 | 2,959 | 876 | 1,940 | 143 | 417 | 262 | 146 | 9 | 2,542 | 614 | 1,794 | 134 |
| 1991-92 | 2,958 | 870 | 1,941 | 147 | 415 | 260 | 145 | 10 | 2,543 | 610 | 1,796 | 137 |
| 1992-93 | 2,957 | 864 | 1,939 | 154 | 412 | 257 | 144 | 11 | 2,545 | 607 | 1,795 | 143 |
| 1993-94 | 2,948 | 860 | 1,935 | 153 | 408 | 255 | 142 | 11 | 2,540 | 605 | 1,793 | 142 |
| Southeast | | | | | | | | | | | | |
| 1986-87 | 1,387 | 30 | 1,353 | 4 | 19 | 1 | 18 | 0 | 1,368 | 29 | 1,335 | 4 |
| 1987-88 | 1,380 | 30 | 1,346 | 4 | 17 | 1 | 16 | 0 | 1,363 | 29 | 1,330 | 4 |
| 1988-89 | 1,379 | 30 | 1,346 | 3 | 17 | 1 | 16 | 0 | 1,362 | 29 | 1,330 | 3 |
| 1989-90 | 1,373 | 30 | 1,340 | 3 | 16 | 1 | 15 | 0 | 1,357 | 29 | 1,325 | 3 |
| 1990-91 | 1,373 | 32 | 1,337 | 4 | 16 | 1 | 15 | 0 | 1,357 | 31 | 1,322 | 4 |
| 1991-92 | 1,375 | 32 | 1,339 | 4 | 17 | 1 | 16 | 0 | 1,358 | 31 | 1,323 | 4 |
| 1992-93 | 1,369 | 31 | 1,334 | 4 | 17 | 1 | 16 | 0 | 1,352 | 30 | 1,318 | 4 |
| 1993-94 | 1,353 | 31 | 1,318 | 4 | 16 | 1 | 15 | 0 | 1,337 | 30 | 1,303 | 4 |
| South Central | | | | | | | | | | | | |
| 1986-87 | 2,013 | 241 | 1,772 | 0 | 879 | 134 | 745 | 0 | 1,134 | 107 | 1,027 | 0 |
| 1987-88 | 2,003 | 237 | 1,766 | 0 | 874 | 132 | 742 | 0 | 1,129 | 105 | 1,024 | 0 |
| 1988-89 | 1,999 | 234 | 1,765 | 0 | 872 | 130 | 742 | 0 | 1,127 | 104 | 1,023 | 0 |
| 1989-90 | 1,991 | 232 | 1,759 | 0 | 866 | 128 | 738 | 0 | 1,125 | 104 | 1,021 | 0 |
| 1990-91 | 1,974 | 223 | 1,751 | 0 | 856 | 121 | 735 | 0 | 1,118 | 102 | 1,016 | 0 |
| 1991-92 | 1,948 | 212 | 1,736 | 0 | 841 | 115 | 726 | 0 | 1,107 | 97 | 1,010 | 0 |
| 1992-93 | 1,935 | 206 | 1,729 | 0 | 830 | 112 | 718 | 0 | 1,105 | 94 | 1,011 | 0 |
| 1993-94 | 1,915 | 192 | 1,723 | 0 | 815 | 104 | 711 | 0 | 1,100 | 88 | 1,012 | 0 |
| Midwest | | | | | | | | | | | | |
| 1986-87 | 5,981 | 1,322 | 4,488 | 171 | 2,275 | 606 | 1,616 | 53 | 3,706 | 716 | 2,872 | 118 |
| 1987-88 | 5,930 | 1,286 | 4,478 | 166 | 2,261 | 599 | 1,611 | 51 | 3,669 | 687 | 2,867 | 115 |
| 1988-89 | 5,878 | 1,248 | 4,467 | 163 | 2,236 | 582 | 1,604 | 50 | 3,642 | 666 | 2,863 | 113 |
| 1989-90 | 5,830 | 1,210 | 4,459 | 161 | 2,204 | 560 | 1,595 | 49 | 3,626 | 650 | 2,864 | 112 |
| 1990-91 | 5,779 | 1,170 | 4,452 | 157 | 2,181 | 541 | 1,593 | 47 | 3,598 | 629 | 2,859 | 110 |
| 1991-92 | 5,736 | 1,137 | 4,445 | 154 | 2,152 | 520 | 1,587 | 45 | 3,584 | 617 | 2,858 | 109 |
| 1992-93 | 5,644 | 1,076 | 4,414 | 154 | 2,078 | 489 | 1,546 | 43 | 3,566 | 587 | 2,868 | 111 |
| 1993-94 | 5,555 | 1,035 | 4,368 | 152 | 2,003 | 468 | 1,494 | 41 | 3,552 | 567 | 2,874 | 111 |
| West | | | | | | | | | | | | |
| 1986-87 | 2,993 | 1,347 | 1,318 | 328 | 1,061 | 527 | 378 | 156 | 1,932 | 820 | 940 | 172 |
| 1987-88 | 2,991 | 1,337 | 1,325 | 329 | 1,054 | 519 | 379 | 156 | 1,937 | 818 | 946 | 173 |
| 1988-89 | 2,980 | 1,326 | 1,326 | 328 | 1,049 | 514 | 379 | 156 | 1,931 | 812 | 947 | 172 |
| 1989-90 | 2,960 | 1,305 | 1,326 | 329 | 1,043 | 507 | 379 | 157 | 1,917 | 798 | 947 | 172 |
| 1990-91 | 2,950 | 1,298 | 1,326 | 326 | 1,035 | 500 | 379 | 156 | 1,915 | 798 | 947 | 170 |
| 1991-92 | 2,939 | 1,286 | 1,328 | 325 | 1,032 | 498 | 378 | 156 | 1,907 | 788 | 950 | 169 |
| 1992-93 | 2,915 | 1,259 | 1,332 | 324 | 1,014 | 480 | 378 | 156 | 1,901 | 779 | 954 | 168 |
| 1993-94 | 2,877 | 1,216 | 1,339 | 322 | 996 | 462 | 378 | 156 | 1,881 | 754 | 961 | 166 |

Table A2.4a. Number of rural, small, and other school districts in 1993-94, by state

| | Total | | | Rural | | | Nonrural | | |
|----------------------|--------|-------|-------|-------|-------|-------|----------|-------|-------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| 50 States and D.C. | 14,648 | 5,052 | 9,596 | 6,979 | 4,238 | 2,741 | 7,669 | 814 | 6,855 |
| Alabama | 127 | 0 | 127 | 38 | 0 | 38 | 89 | 0 | 89 |
| Alaska | 55 | 37 | 18 | 48 | 37 | 11 | 7 | 0 | 7 |
| Arizona | 216 | 77 | 139 | 89 | 55 | 34 | 127 | 22 | 105 |
| Arkansas | 313 | 142 | 171 | 199 | 132 | 67 | 114 | 10 | 104 |
| California | 1,055 | 271 | 784 | 282 | 147 | 135 | 773 | 124 | 649 |
| Colorado | 176 | 93 | 83 | 116 | 89 | 27 | 60 | 4 | 56 |
| Connecticut | 166 | 14 | 152 | 25 | 10 | 15 | 141 | 4 | 137 |
| Delaware | 19 | 0 | 19 | 6 | 0 | 6 | 13 | 0 | 13 |
| District of Columbia | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Florida | 68 | 1 | 67 | 14 | 0 | 14 | 54 | 1 | 53 |
| Georgia | 181 | 3 | 178 | 66 | 3 | 63 | 115 | 0 | 115 |
| Hawaii | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Idaho | 113 | 46 | 67 | 77 | 44 | 33 | 36 | 2 | 34 |
| Illinois | 922 | 261 | 661 | 336 | 203 | 133 | 586 | 58 | 528 |
| Indiana | 292 | 7 | 285 | 111 | 6 | 105 | 181 | 1 | 180 |
| Iowa | 398 | 205 | 193 | 272 | 196 | 76 | 126 | 9 | 117 |
| Kansas | 304 | 168 | 136 | 241 | 161 | 80 | 63 | 7 | 56 |
| Kentucky | 176 | 13 | 163 | 72 | 6 | 66 | 104 | 7 | 97 |
| Louisiana | 66 | 0 | 66 | 17 | 0 | 17 | 49 | 0 | 49 |
| Maine | 226 | 97 | 129 | 124 | 82 | 42 | 102 | 15 | 87 |
| Maryland | 24 | 0 | 24 | 11 | 0 | 11 | 13 | 0 | 13 |
| Massachusetts | 320 | 28 | 292 | 26 | 6 | 20 | 294 | 22 | 272 |
| Michigan | 558 | 102 | 456 | 213 | 80 | 133 | 345 | 22 | 323 |
| Minnesota | 399 | 166 | 233 | 256 | 156 | 100 | 143 | 10 | 133 |
| Mississippi | 149 | 2 | 147 | 73 | 2 | 71 | 76 | 0 | 76 |
| Missouri | 537 | 274 | 263 | 360 | 253 | 107 | 177 | 21 | 156 |
| Montana | 492 | 387 | 105 | 416 | 369 | 47 | 76 | 18 | 58 |
| Nebraska | 684 | 621 | 63 | 502 | 484 | 18 | 182 | 137 | 45 |
| Nevada | 17 | 3 | 14 | 9 | 3 | 6 | 8 | 0 | 8 |
| New Hampshire | 165 | 57 | 108 | 77 | 45 | 32 | 88 | 12 | 76 |
| New Jersey | 571 | 70 | 501 | 65 | 21 | 44 | 506 | 49 | 457 |
| New Mexico | 88 | 37 | 51 | 54 | 37 | 17 | 34 | 0 | 34 |
| New York | 714 | 142 | 572 | 197 | 97 | 100 | 517 | 45 | 472 |
| North Carolina | 121 | 0 | 121 | 51 | 0 | 51 | 70 | 0 | 70 |
| North Dakota | 249 | 217 | 32 | 232 | 217 | 15 | 17 | 0 | 17 |
| Ohio | 611 | 27 | 584 | 228 | 23 | 205 | 383 | 4 | 379 |
| Oklahoma | 554 | 357 | 197 | 351 | 294 | 57 | 203 | 63 | 140 |
| Oregon | 278 | 135 | 143 | 104 | 91 | 13 | 174 | 44 | 130 |
| Pennsylvania | 500 | 8 | 492 | 113 | 5 | 108 | 387 | 3 | 384 |
| Rhode Island | 36 | 1 | 35 | 3 | 1 | 2 | 33 | 0 | 33 |
| South Carolina | 95 | 2 | 93 | 33 | 2 | 31 | 62 | 0 | 62 |
| South Dakota | 174 | 131 | 43 | 149 | 130 | 19 | 25 | 1 | 24 |
| Tennessee | 138 | 2 | 136 | 45 | 1 | 44 | 93 | 1 | 92 |
| Texas | 1,048 | 445 | 603 | 566 | 389 | 177 | 482 | 56 | 426 |
| Utah | 40 | 5 | 35 | 17 | 5 | 12 | 23 | 0 | 23 |
| Vermont | 250 | 151 | 99 | 166 | 141 | 25 | 84 | 10 | 74 |
| Virginia | 133 | 4 | 129 | 69 | 2 | 67 | 64 | 2 | 62 |
| Washington | 297 | 119 | 178 | 175 | 107 | 68 | 122 | 12 | 110 |
| West Virginia | 55 | 0 | 55 | 32 | 0 | 32 | 23 | 0 | 23 |
| Wisconsin | 427 | 110 | 317 | 228 | 94 | 134 | 199 | 16 | 183 |
| Wyoming | 49 | 14 | 35 | 25 | 12 | 13 | 24 | 2 | 22 |

Table A2.4b. Percentage of rural, small, and other school districts in 1993-94, by state

| | Total | | | Rural | | | Nonrural | | |
|----------------------|--------|-------|-------|-------|-------|-------|----------|-------|-------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| 50 States and D.C. | 14,648 | 34.4 | 65.5 | 47.6 | 28.9 | 18.7 | 52.3 | 5.5 | 46.7 |
| Alabama | 127 | 0.0 | 100.0 | 29.9 | 0.0 | 29.9 | 70.0 | 0.0 | 70.0 |
| Alaska | 55 | 67.2 | 32.7 | 87.2 | 67.2 | 20.0 | 12.7 | 0.0 | 12.7 |
| Arizona | 216 | 35.6 | 64.3 | 41.2 | 25.4 | 15.7 | 58.7 | 10.1 | 48.6 |
| Arkansas | 313 | 45.3 | 54.6 | 63.5 | 42.1 | 21.4 | 36.4 | 3.1 | 33.2 |
| California | 1,052 | 25.6 | 74.3 | 26.7 | 13.9 | 12.7 | 73.2 | 11.7 | 61.5 |
| Colorado | 176 | 52.8 | 47.1 | 65.9 | 50.5 | 15.3 | 34.0 | 2.2 | 31.8 |
| Connecticut | 166 | 8.4 | 91.5 | 15.0 | 6.0 | 9.0 | 84.9 | 2.4 | 82.5 |
| Delaware | 19 | 0.0 | 100.0 | 31.5 | 0.0 | 31.5 | 68.4 | 0.0 | 68.4 |
| District of Columbia | 1 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 |
| Florida | 68 | 1.4 | 98.5 | 20.5 | 0.0 | 20.5 | 79.4 | 1.4 | 77.9 |
| Georgia | 181 | 1.6 | 98.3 | 36.4 | 1.6 | 34.8 | 63.5 | 0.0 | 63.5 |
| Hawaii | 1 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 |
| Idaho | 113 | 40.7 | 59.2 | 68.1 | 38.9 | 29.2 | 31.8 | 1.7 | 30.0 |
| Illinois | 922 | 28.3 | 71.6 | 36.4 | 22.0 | 14.4 | 63.5 | 6.2 | 57.2 |
| Indiana | 292 | 2.3 | 97.6 | 38.0 | 2.1 | 36.0 | 62.0 | 0.3 | 61.6 |
| Iowa | 398 | 51.5 | 48.4 | 68.3 | 49.2 | 19.0 | 31.6 | 2.2 | 29.3 |
| Kansas | 304 | 55.2 | 44.7 | 79.2 | 52.9 | 26.3 | 20.7 | 2.3 | 18.4 |
| Kentucky | 176 | 7.3 | 92.6 | 40.9 | 3.4 | 37.5 | 59.0 | 3.9 | 55.1 |
| Louisiana | 66 | 0.0 | 100.0 | 25.7 | 0.0 | 25.7 | 74.2 | 0.0 | 74.2 |
| Maine | 226 | 42.9 | 57.0 | 54.8 | 36.2 | 18.5 | 45.1 | 6.6 | 38.4 |
| Maryland | 24 | 0.0 | 100.0 | 45.8 | 0.0 | 45.8 | 54.1 | 0.0 | 54.1 |
| Massachusetts | 320 | 8.7 | 91.2 | 8.1 | 1.8 | 6.2 | 91.8 | 6.8 | 85.0 |
| Michigan | 558 | 18.2 | 81.7 | 38.1 | 14.3 | 23.8 | 61.8 | 3.9 | 57.8 |
| Minnesota | 399 | 41.6 | 58.3 | 64.1 | 39.0 | 25.0 | 35.8 | 2.5 | 33.3 |
| Mississippi | 149 | 1.3 | 98.6 | 48.9 | 1.3 | 47.6 | 51.0 | 0.0 | 51.0 |
| Missouri | 537 | 51.0 | 48.9 | 67.0 | 47.1 | 19.9 | 32.9 | 3.9 | 29.0 |
| Montana | 492 | 78.6 | 21.3 | 84.5 | 75.0 | 9.5 | 15.4 | 3.6 | 11.7 |
| Nebraska | 684 | 90.7 | 9.2 | 73.3 | 70.7 | 2.6 | 26.6 | 20.0 | 6.5 |
| Nevada | 17 | 17.6 | 82.3 | 52.9 | 17.6 | 35.2 | 47.0 | 0.0 | 47.0 |
| New Hampshire | 165 | 34.5 | 65.4 | 46.6 | 27.2 | 19.3 | 53.3 | 7.2 | 46.0 |
| New Jersey | 571 | 12.2 | 87.7 | 11.3 | 3.6 | 7.7 | 88.6 | 8.5 | 80.0 |
| New Mexico | 88 | 42.0 | 57.9 | 61.3 | 42.0 | 19.3 | 38.6 | 0.0 | 38.6 |
| New York | 714 | 19.8 | 80.1 | 27.5 | 13.5 | 14.0 | 72.4 | 6.3 | 66.1 |
| North Carolina | 121 | 0.0 | 100.0 | 42.1 | 0.0 | 42.1 | 57.8 | 0.0 | 57.8 |
| North Dakota | 249 | 87.1 | 12.8 | 93.1 | 87.1 | 6.0 | 6.8 | 0.0 | 6.8 |
| Ohio | 611 | 4.4 | 95.5 | 37.3 | 3.7 | 33.5 | 62.6 | 0.6 | 62.0 |
| Oklahoma | 554 | 64.4 | 35.5 | 63.3 | 53.0 | 10.2 | 36.6 | 11.3 | 25.2 |
| Oregon | 278 | 48.5 | 51.4 | 37.4 | 32.7 | 4.6 | 62.5 | 15.8 | 46.7 |
| Pennsylvania | 500 | 1.6 | 98.4 | 22.6 | 1.0 | 21.6 | 77.4 | 0.6 | 76.8 |
| Rhode Island | 36 | 2.7 | 97.2 | 8.3 | 2.7 | 5.5 | 91.6 | 0.0 | 91.6 |
| South Carolina | 95 | 2.1 | 97.8 | 34.7 | 2.1 | 32.6 | 65.2 | 0.0 | 65.2 |
| South Dakota | 174 | 75.2 | 24.7 | 85.6 | 74.7 | 10.9 | 14.3 | 0.5 | 13.7 |
| Tennessee | 138 | 1.4 | 98.5 | 32.6 | 0.7 | 31.8 | 67.3 | 0.7 | 66.6 |
| Texas | 1,048 | 42.4 | 57.5 | 54.0 | 37.1 | 16.8 | 45.9 | 5.3 | 40.6 |
| Utah | 40 | 12.5 | 87.5 | 42.5 | 12.5 | 30.0 | 57.5 | 0.0 | 57.5 |
| Vermont | 250 | 60.4 | 39.6 | 66.4 | 56.4 | 10.0 | 33.6 | 4.0 | 29.6 |
| Virginia | 133 | 3.0 | 96.9 | 51.8 | 1.5 | 50.3 | 48.1 | 1.5 | 46.6 |
| Washington | 297 | 40.0 | 59.9 | 58.9 | 36.0 | 22.8 | 41.0 | 4.0 | 29.6 |
| West Virginia | 55 | 0.0 | 100.0 | 58.1 | 0.0 | 58.1 | 41.8 | 0.0 | 41.8 |
| Wisconsin | 427 | 25.7 | 74.2 | 53.3 | 22.0 | 31.3 | 46.6 | 3.7 | 42.8 |
| Wyoming | 49 | 28.5 | 71.4 | 51.0 | 24.4 | 26.5 | 48.9 | 4.0 | 44.8 |

Table A2.4c. Percent change in rural, small, and other school districts between 1986 and 1993, by state

| | Total | | | Rural | | | Nonrural | | |
|----------------------|-------|--------|-------|-------|--------|-------|----------|--------|-------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| 50 States and D.C. | -4.6 | -11.1 | -0.8 | -5.9 | -9.0 | -0.6 | -3.4 | -20.7 | -0.8 |
| Alabama | -2.4 | -100.0 | -1.6 | -5.0 | n/a | -5.0 | -1.2 | -100.0 | 0.0 |
| Alaska | 1.8 | 0.0 | 5.8 | 2.1 | 0.0 | 10.0 | 0.0 | n/a | 0.0 |
| Arizona | -0.5 | -8.4 | 4.5 | -4.4 | -9.9 | 6.2 | 2.4 | -4.4 | 3.9 |
| Arkansas | -6.1 | -11.3 | -1.2 | -3.9 | -6.4 | 1.5 | -9.6 | -47.4 | -2.9 |
| California | -2.5 | -2.9 | -2.4 | -1.1 | -1.4 | -0.8 | -3.1 | -4.7 | -2.7 |
| Colorado | -0.6 | -1.1 | 0.0 | -0.9 | -1.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| Connecticut | 0.6 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 0.7 | 0.0 | 0.7 |
| Delaware | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 |
| District of Columbia | 0.0 | n/a | 0.0 | n/a | n/a | n/a | 0.0 | n/a | 0.0 |
| Florida | 1.4 | n/a | 0.0 | 0.0 | n/a | 0.0 | 1.8 | n/a | 0.0 |
| Georgia | -2.7 | 0.0 | -2.8 | 0.0 | 0.0 | 0.0 | -4.2 | n/a | -4.2 |
| Hawaii | 0.0 | n/a | 0.0 | n/a | n/a | n/a | 0.0 | n/a | 0.0 |
| Idaho | -1.8 | -4.2 | 0.0 | -3.8 | -6.4 | 0.0 | 2.8 | 100.0 | 0.0 |
| Illinois | -7.0 | -20.2 | -0.5 | -11.4 | -17.5 | 0.0 | -4.3 | -28.4 | -0.6 |
| Indiana | -3.7 | -50.0 | -1.4 | 0.9 | 0.0 | 0.9 | -6.3 | -87.5 | -2.8 |
| Iowa | -9.0 | -16.0 | 0.0 | -11.7 | -15.9 | 1.3 | -2.4 | -18.2 | -0.9 |
| Kansas | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Kentucky | -1.2 | 0.0 | -1.3 | 0.0 | 0.0 | 0.0 | -1.9 | 0.0 | -2.1 |
| Louisiana | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 |
| Maine | -1.4 | -1.1 | -1.6 | -1.6 | -1.3 | -2.4 | -1.0 | 0.0 | -1.2 |
| Maryland | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 |
| Massachusetts | -4.8 | -24.4 | -2.4 | -16.2 | -40.0 | -4.8 | -3.7 | -18.6 | -2.2 |
| Michigan | -1.3 | -6.5 | 0.0 | -1.4 | -3.7 | 0.0 | -1.2 | -15.4 | 0.0 |
| Minnesota | -7.9 | -16.2 | -0.9 | -15.8 | -18.8 | -10.8 | 10.8 | 66.6 | 8.1 |
| Mississippi | -3.3 | -33.4 | -2.7 | -1.4 | 0.0 | -1.4 | -5.0 | -100.0 | -3.8 |
| Missouri | -1.5 | -2.9 | 0.0 | -1.4 | -2.0 | 0.0 | -1.7 | -12.5 | 0.0 |
| Montana | -10.8 | -10.9 | -10.3 | -11.4 | -10.7 | -16.1 | -7.4 | -14.3 | -5.0 |
| Nebraska | -23.3 | -24.9 | -3.1 | -17.2 | -17.6 | -5.3 | -36.2 | -42.7 | -2.2 |
| Nevada | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | n/a | 0.0 |
| New Hampshire | 3.7 | 1.7 | 4.8 | 2.6 | 2.2 | 3.2 | 4.7 | 0.0 | 5.5 |
| New Jersey | -0.2 | -1.5 | 0.0 | 0.0 | 0.0 | 0.0 | -0.2 | -2.0 | 0.0 |
| New Mexico | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | n/a | 0.0 |
| New York | -1.3 | -7.2 | 0.3 | -2.5 | -7.7 | 3.0 | -0.8 | -6.3 | -0.3 |
| North Carolina | -13.6 | -100.0 | -13.0 | -2.0 | -100.0 | 0.0 | -20.5 | n/a | -20.5 |
| North Dakota | -11.1 | -12.5 | 0.0 | -11.5 | -12.2 | 0.0 | -5.6 | -100.0 | 0.0 |
| Ohio | -0.7 | -13.0 | 0.0 | -0.5 | -4.2 | 0.0 | -0.8 | -42.9 | 0.0 |
| Oklahoma | -9.7 | -14.0 | -0.6 | -10.7 | -12.8 | 1.7 | -7.8 | -19.3 | -1.5 |
| Oregon | -8.3 | -13.0 | -3.4 | -7.2 | -7.2 | -7.2 | -9.0 | -22.9 | -3.0 |
| Pennsylvania | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Rhode Island | -10.0 | 0.0 | -10.3 | 0.0 | 0.0 | 0.0 | -10.9 | n/a | -10.9 |
| South Carolina | 3.2 | 0.0 | 3.3 | 3.1 | 0.0 | 3.3 | 3.3 | n/a | 3.3 |
| South Dakota | -6.5 | -9.1 | 2.3 | -5.7 | -7.2 | 5.5 | -10.8 | -75.0 | 0.0 |
| Tennessee | -1.5 | 0.0 | -1.5 | 0.0 | 0.0 | 0.0 | -2.2 | 0.0 | -2.2 |
| Texas | -1.8 | -4.6 | 0.3 | -2.1 | -3.0 | 0.0 | -1.5 | -13.9 | 0.4 |
| Utah | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | n/a | 0.0 |
| Vermont | 1.2 | 0.0 | 3.1 | 0.6 | 0.7 | 0.0 | 2.4 | -9.1 | 4.2 |
| Virginia | -1.5 | -33.4 | 0.0 | -2.9 | -50.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Washington | -0.4 | -0.9 | 0.0 | -0.6 | -1.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| West Virginia | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 | 0.0 | n/a | 0.0 |
| Wisconsin | -1.0 | -5.2 | 0.6 | -1.3 | -4.1 | 0.7 | -0.5 | -11.2 | 0.5 |
| Wyoming | -2.0 | -6.7 | 0.0 | -3.9 | -7.7 | 0.0 | 0.0 | 0.0 | 0.0 |

Table A2.5. Number of rural, small, and other school district consolidations, by region and year

| | Total | | | Rural | | | Nonrural | | |
|----------------------|-------|-------|-------|-------|-------|-------|----------|-------|-------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| United States | | | | | | | | | |
| 1986-87 | 117 | 91 | 26 | 46 | 40 | 6 | 71 | 51 | 20 |
| 1987-88 | 93 | 73 | 20 | 43 | 40 | 3 | 50 | 33 | 17 |
| 1988-89 | 105 | 83 | 22 | 62 | 56 | 6 | 43 | 27 | 16 |
| 1989-90 | 109 | 88 | 21 | 66 | 57 | 9 | 43 | 31 | 12 |
| 1990-91 | 109 | 87 | 22 | 65 | 58 | 7 | 44 | 29 | 15 |
| 1991-92 | 189 | 152 | 37 | 138 | 118 | 20 | 51 | 34 | 17 |
| 1992-93 | 216 | 160 | 56 | 137 | 119 | 18 | 79 | 41 | 38 |
| Northeast | | | | | | | | | |
| 1986-87 | 13 | 8 | 5 | 5 | 4 | 1 | 8 | 4 | 4 |
| 1987-88 | 11 | 4 | 7 | 2 | 2 | 0 | 9 | 2 | 7 |
| 1988-89 | 5 | 4 | 1 | 3 | 2 | 1 | 2 | 2 | 0 |
| 1989-90 | 3 | 3 | 0 | 1 | 1 | 0 | 2 | 2 | 0 |
| 1990-91 | 10 | 6 | 4 | 3 | 3 | 0 | 7 | 3 | 4 |
| 1991-92 | 12 | 6 | 6 | 6 | 5 | 1 | 6 | 1 | 5 |
| 1992-93 | 13 | 8 | 5 | 6 | 5 | 1 | 7 | 3 | 4 |
| Southeast | | | | | | | | | |
| 1986-87 | 8 | 2 | 6 | 2 | 2 | 0 | 6 | 0 | 6 |
| 1987-88 | 2 | 1 | 1 | 0 | 0 | 0 | 2 | 1 | 1 |
| 1988-89 | 6 | 1 | 5 | 1 | 1 | 0 | 5 | 0 | 5 |
| 1989-90 | 4 | 1 | 3 | 0 | 0 | 0 | 4 | 1 | 3 |
| 1990-91 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 |
| 1991-92 | 6 | 0 | 6 | 2 | 0 | 2 | 4 | 0 | 4 |
| 1992-93 | 16 | 5 | 11 | 2 | 1 | 1 | 14 | 4 | 10 |
| South Central | | | | | | | | | |
| 1986-87 | 11 | 11 | 0 | 5 | 5 | 0 | 6 | 6 | 0 |
| 1987-88 | 4 | 4 | 0 | 2 | 2 | 0 | 2 | 2 | 0 |
| 1988-89 | 10 | 10 | 0 | 8 | 8 | 0 | 2 | 2 | 0 |
| 1989-90 | 20 | 20 | 0 | 12 | 12 | 0 | 8 | 8 | 0 |
| 1990-91 | 28 | 26 | 2 | 18 | 18 | 0 | 10 | 8 | 2 |
| 1991-92 | 15 | 15 | 0 | 12 | 12 | 0 | 3 | 3 | 0 |
| 1992-93 | 22 | 21 | 1 | 16 | 16 | 0 | 6 | 5 | 1 |
| Midwest | | | | | | | | | |
| 1986-87 | 63 | 57 | 6 | 23 | 19 | 4 | 40 | 38 | 2 |
| 1987-88 | 59 | 55 | 4 | 33 | 31 | 2 | 26 | 24 | 2 |
| 1988-89 | 60 | 56 | 4 | 37 | 36 | 1 | 23 | 20 | 3 |
| 1989-90 | 63 | 51 | 12 | 36 | 31 | 5 | 27 | 20 | 7 |
| 1990-91 | 49 | 44 | 5 | 35 | 32 | 3 | 14 | 12 | 2 |
| 1991-92 | 123 | 109 | 14 | 93 | 81 | 12 | 30 | 28 | 2 |
| 1992-93 | 118 | 97 | 21 | 90 | 79 | 11 | 28 | 18 | 10 |
| West | | | | | | | | | |
| 1986-87 | 22 | 13 | 9 | 11 | 10 | 1 | 11 | 3 | 8 |
| 1987-88 | 17 | 9 | 8 | 6 | 5 | 1 | 11 | 4 | 7 |
| 1988-89 | 24 | 12 | 12 | 13 | 9 | 4 | 11 | 3 | 8 |
| 1989-90 | 19 | 13 | 6 | 17 | 13 | 4 | 2 | 0 | 2 |
| 1990-91 | 18 | 11 | 7 | 9 | 5 | 4 | 9 | 6 | 3 |
| 1991-92 | 33 | 22 | 11 | 25 | 20 | 5 | 8 | 2 | 6 |
| 1992-93 | 47 | 29 | 18 | 23 | 18 | 5 | 24 | 11 | 13 |

Table A2.6. Number of rural, small, and other school district consolidations between 1986 and 1993, by state

| | Total | | | Rural | | | Nonrural | | |
|----------------------|-------|-------|-------|-------|-------|-------|----------|-------|-------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| 50 States and D.C. | 938 | 734 | 204 | 557 | 488 | 69 | 381 | 246 | 135 |
| Alabama | 4 | 1 | 3 | 2 | 0 | 2 | 2 | 1 | 1 |
| Alaska | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| Arizona | 14 | 13 | 1 | 7 | 7 | 0 | 7 | 6 | 1 |
| Arkansas | 19 | 18 | 1 | 9 | 9 | 0 | 10 | 9 | 1 |
| California | 60 | 13 | 47 | 17 | 6 | 11 | 43 | 7 | 36 |
| Colorado | 3 | 3 | 0 | 3 | 3 | 0 | 0 | 0 | 0 |
| Connecticut | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Delaware | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| District of Columbia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Florida | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Georgia | 5 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 5 |
| Hawaii | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Idaho | 5 | 4 | 1 | 5 | 4 | 1 | 0 | 0 | 0 |
| Illinois | 96 | 76 | 20 | 57 | 50 | 7 | 39 | 26 | 13 |
| Indiana | 12 | 7 | 5 | 0 | 0 | 0 | 12 | 7 | 5 |
| Iowa | 51 | 42 | 9 | 48 | 40 | 8 | 3 | 2 | 1 |
| Kansas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kentucky | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 |
| Louisiana | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Maine | 10 | 8 | 2 | 8 | 7 | 1 | 2 | 1 | 1 |
| Maryland | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Massachusetts | 19 | 9 | 10 | 6 | 4 | 2 | 13 | 5 | 8 |
| Michigan | 8 | 8 | 0 | 4 | 4 | 0 | 4 | 4 | 0 |
| Minnesota | 78 | 50 | 28 | 65 | 45 | 20 | 13 | 5 | 8 |
| Mississippi | 5 | 1 | 4 | 1 | 0 | 1 | 4 | 1 | 3 |
| Missouri | 7 | 7 | 0 | 5 | 5 | 0 | 2 | 2 | 0 |
| Montana | 65 | 53 | 12 | 59 | 50 | 9 | 6 | 3 | 3 |
| Nebraska | 215 | 213 | 2 | 109 | 108 | 1 | 106 | 105 | 1 |
| Nevada | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Hampshire | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| New Jersey | 4 | 2 | 2 | 0 | 0 | 0 | 4 | 2 | 2 |
| New Mexico | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New York | 20 | 13 | 7 | 9 | 9 | 0 | 11 | 4 | 7 |
| North Carolina | 19 | 1 | 18 | 1 | 1 | 0 | 18 | 0 | 18 |
| North Dakota | 36 | 35 | 1 | 35 | 34 | 1 | 1 | 1 | 0 |
| Ohio | 4 | 4 | 0 | 1 | 1 | 0 | 3 | 3 | 0 |
| Oklahoma | 70 | 68 | 2 | 52 | 52 | 0 | 18 | 16 | 2 |
| Oregon | 28 | 20 | 8 | 9 | 7 | 2 | 19 | 13 | 6 |
| Pennsylvania | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Rhode Island | 5 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 5 |
| South Carolina | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 |
| South Dakota | 22 | 21 | 1 | 19 | 18 | 1 | 3 | 3 | 0 |
| Tennessee | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 |
| Texas | 21 | 21 | 0 | 12 | 12 | 0 | 9 | 9 | 0 |
| Utah | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vermont | 7 | 5 | 2 | 3 | 2 | 1 | 4 | 3 | 1 |
| Virginia | 7 | 7 | 0 | 3 | 3 | 0 | 4 | 4 | 0 |
| Washington | 2 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 |
| West Virginia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wisconsin | 6 | 6 | 0 | 4 | 4 | 0 | 2 | 2 | 0 |
| Wyoming | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table A3.1. Number of schools in rural, small, and other school districts, by level and year

| | All Districts | | | | Rural Districts | | | | Nonrural Districts | | | |
|------------------------|---------------|-------|---------|-------|-----------------|-------|---------|-----|--------------------|-------|---------|-------|
| | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec |
| All Districts | | | | | | | | | | | | |
| 1986-87 | 82,397 | 7,111 | 74,015 | 1,271 | 20,044 | 2,175 | 17,586 | 283 | 62,353 | 4,936 | 56,429 | 988 |
| 1987-88 | 82,217 | 7,048 | 73,955 | 1,214 | 19,908 | 2,154 | 17,471 | 283 | 62,309 | 4,894 | 56,484 | 931 |
| 1988-89 | 82,164 | 7,008 | 73,928 | 1,228 | 19,795 | 2,136 | 17,370 | 289 | 62,369 | 4,872 | 56,558 | 939 |
| 1989-90 | 82,398 | 6,985 | 74,180 | 1,233 | 19,743 | 2,097 | 17,353 | 293 | 62,655 | 4,888 | 56,827 | 940 |
| 1990-91 | 83,408 | 7,327 | 74,780 | 1,301 | 19,935 | 2,248 | 17,393 | 294 | 63,473 | 5,079 | 57,387 | 1,007 |
| 1991-92 | 83,419 | 7,252 | 74,855 | 1,312 | 19,730 | 2,170 | 17,261 | 299 | 63,689 | 5,082 | 57,594 | 1,013 |
| 1992-93 | 83,463 | 7,019 | 75,113 | 1,331 | 19,615 | 2,081 | 17,210 | 324 | 63,848 | 4,938 | 57,903 | 1,007 |
| 1993-94 | 84,320 | 6,927 | 76,010 | 1,383 | 19,609 | 2,004 | 17,248 | 357 | 64,711 | 4,923 | 58,762 | 1,026 |
| Small Districts | | | | | | | | | | | | |
| 1986-87 | 9,836 | 2,299 | 7,236 | 301 | 8,424 | 1,596 | 6,602 | 226 | 1,412 | 703 | 634 | 75 |
| 1987-88 | 9,573 | 2,242 | 7,046 | 285 | 8,290 | 1,578 | 6,489 | 223 | 1,283 | 664 | 557 | 62 |
| 1988-89 | 9,478 | 2,221 | 6,971 | 286 | 8,205 | 1,553 | 6,427 | 225 | 1,273 | 668 | 544 | 61 |
| 1989-90 | 9,385 | 2,173 | 6,926 | 286 | 8,153 | 1,518 | 6,410 | 225 | 1,232 | 655 | 516 | 61 |
| 1990-91 | 9,496 | 2,262 | 6,945 | 289 | 8,268 | 1,615 | 6,427 | 226 | 1,228 | 647 | 518 | 63 |
| 1991-92 | 9,317 | 2,175 | 6,848 | 294 | 8,110 | 1,550 | 6,331 | 229 | 1,207 | 625 | 517 | 65 |
| 1992-93 | 9,195 | 2,090 | 6,783 | 322 | 8,012 | 1,494 | 6,263 | 255 | 1,183 | 596 | 520 | 67 |
| 1993-94 | 9,074 | 2,000 | 6,718 | 356 | 7,917 | 1,435 | 6,195 | 287 | 1,157 | 565 | 523 | 69 |
| Large Districts | | | | | | | | | | | | |
| 1986-87 | 72,561 | 4,812 | 66,779 | 970 | 11,620 | 579 | 10,984 | 57 | 60,941 | 4,233 | 55,795 | 913 |
| 1987-88 | 72,644 | 4,806 | 66,909 | 929 | 11,618 | 576 | 10,982 | 60 | 61,026 | 4,230 | 55,927 | 869 |
| 1988-89 | 72,686 | 4,787 | 66,957 | 942 | 11,590 | 583 | 10,943 | 64 | 61,096 | 4,204 | 56,014 | 878 |
| 1989-90 | 73,013 | 4,812 | 67,254 | 947 | 11,590 | 579 | 10,943 | 68 | 61,423 | 4,233 | 56,311 | 879 |
| 1990-91 | 73,912 | 5,065 | 67,835 | 1,012 | 11,667 | 633 | 10,966 | 68 | 62,245 | 4,432 | 56,869 | 944 |
| 1991-92 | 74,102 | 5,077 | 68,007 | 1,018 | 11,620 | 620 | 10,930 | 70 | 62,482 | 4,457 | 57,077 | 948 |
| 1992-93 | 74,268 | 4,929 | 68,330 | 1,009 | 11,603 | 587 | 10,947 | 69 | 62,665 | 4,342 | 57,383 | 940 |
| 1993-94 | 75,246 | 4,927 | 69,292 | 1,027 | 11,692 | 569 | 11,053 | 70 | 63,554 | 4,358 | 58,239 | 957 |

Table A3.2. Number of small schools in rural, small, and other school districts, by level and year

| | All Districts | | | | Rural Districts | | | | Nonrural Districts | | | |
|------------------------|---------------|-------|---------|-----|-----------------|-------|---------|-----|--------------------|------|---------|-----|
| | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec |
| All Districts | | | | | | | | | | | | |
| 1986-87 | 15,651 | 2,478 | 12,732 | 441 | 9,844 | 1,665 | 7,942 | 237 | 5,807 | 813 | 4,790 | 204 |
| 1987-88 | 15,233 | 2,350 | 12,479 | 404 | 9,605 | 1,598 | 7,773 | 234 | 5,628 | 752 | 4,706 | 170 |
| 1988-89 | 15,132 | 2,281 | 12,429 | 422 | 9,468 | 1,569 | 7,661 | 238 | 5,664 | 712 | 4,768 | 184 |
| 1989-90 | 15,146 | 2,213 | 12,503 | 430 | 9,463 | 1,532 | 7,688 | 243 | 5,683 | 681 | 4,815 | 187 |
| 1990-91 | 15,353 | 2,263 | 12,639 | 451 | 9,511 | 1,600 | 7,662 | 249 | 5,842 | 663 | 4,977 | 202 |
| 1991-92 | 15,186 | 2,183 | 12,535 | 468 | 9,313 | 1,554 | 7,511 | 248 | 5,873 | 629 | 5,024 | 220 |
| 1992-93 | 14,943 | 2,074 | 12,380 | 489 | 9,059 | 1,489 | 7,312 | 258 | 5,884 | 585 | 5,068 | 231 |
| 1993-94 | 14,959 | 1,968 | 12,488 | 503 | 8,903 | 1,423 | 7,199 | 281 | 6,056 | 545 | 5,289 | 222 |
| Small Districts | | | | | | | | | | | | |
| 1986-87 | 7,866 | 2,252 | 5,336 | 278 | 6,690 | 1,570 | 4,896 | 224 | 1,176 | 682 | 440 | 54 |
| 1987-88 | 7,659 | 2,206 | 5,186 | 267 | 6,567 | 1,550 | 4,797 | 220 | 1,092 | 656 | 389 | 47 |
| 1988-89 | 7,479 | 2,132 | 5,084 | 263 | 6,449 | 1,513 | 4,715 | 221 | 1,030 | 619 | 369 | 42 |
| 1989-90 | 7,375 | 2,054 | 5,057 | 264 | 6,388 | 1,468 | 4,700 | 220 | 987 | 586 | 357 | 44 |
| 1990-91 | 7,375 | 2,081 | 5,028 | 266 | 6,425 | 1,517 | 4,687 | 221 | 950 | 564 | 341 | 45 |
| 1991-92 | 7,174 | 2,006 | 4,904 | 264 | 6,270 | 1,478 | 4,573 | 219 | 904 | 528 | 331 | 45 |
| 1992-93 | 7,019 | 1,917 | 4,823 | 279 | 6,140 | 1,418 | 4,490 | 232 | 879 | 499 | 333 | 47 |
| 1993-94 | 6,873 | 1,814 | 4,758 | 301 | 6,030 | 1,354 | 4,420 | 256 | 843 | 460 | 338 | 45 |
| Large Districts | | | | | | | | | | | | |
| 1986-87 | 7,785 | 226 | 7,396 | 163 | 3,154 | 95 | 3,046 | 13 | 4,631 | 131 | 4,350 | 150 |
| 1987-88 | 7,574 | 144 | 7,293 | 137 | 3,038 | 48 | 2,976 | 14 | 4,536 | 96 | 4,317 | 123 |
| 1988-89 | 7,653 | 149 | 7,345 | 159 | 3,019 | 56 | 2,946 | 17 | 4,634 | 93 | 4,399 | 142 |
| 1989-90 | 7,771 | 159 | 7,446 | 166 | 3,075 | 64 | 2,988 | 23 | 4,696 | 95 | 4,458 | 143 |
| 1990-91 | 7,978 | 182 | 7,611 | 185 | 3,086 | 83 | 2,975 | 28 | 4,892 | 99 | 4,636 | 157 |
| 1991-92 | 8,012 | 177 | 7,557 | 204 | 3,043 | 76 | 2,938 | 29 | 4,969 | 101 | 4,693 | 175 |
| 1992-93 | 7,924 | 17 | 557 | 210 | 2,919 | 71 | 2,822 | 26 | 5,005 | 86 | 4,735 | 184 |
| 1993-94 | 8,086 | 54 | 7,730 | 202 | 2,873 | 69 | 2,779 | 25 | 5,213 | 85 | 4,951 | 177 |

Table A3.3. Number of small rural schools in rural, small, and other school districts, by level and year

| | All Districts | | | | Rural Districts | | | | Nonrural Districts | | | |
|------------------------|---------------|-------|---------|-----|-----------------|-------|---------|-----|--------------------|------|---------|-----|
| | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec |
| All Districts | | | | | | | | | | | | |
| 1986-87 | 9,880 | 1,706 | 7,929 | 245 | 8,914 | 1,637 | 7,043 | 234 | 966 | 69 | 886 | 11 |
| 1987-88 | 9,611 | 1,631 | 7,738 | 242 | 8,673 | 1,570 | 6,872 | 231 | 938 | 61 | 866 | 11 |
| 1988-89 | 9,479 | 1,599 | 7,633 | 247 | 8,554 | 1,544 | 6,775 | 235 | 925 | 55 | 858 | 12 |
| 1989-90 | 9,506 | 1,566 | 7,688 | 252 | 8,567 | 1,513 | 6,813 | 241 | 939 | 53 | 875 | 11 |
| 1990-91 | 9,555 | 1,635 | 7,657 | 263 | 8,614 | 1,587 | 6,779 | 248 | 941 | 48 | 878 | 15 |
| 1991-92 | 9,959 | 1,559 | 8,138 | 262 | 9,076 | 1,547 | 7,284 | 245 | 883 | 12 | 854 | 17 |
| 1992-93 | 9,708 | 1,493 | 7,943 | 272 | 8,832 | 1,481 | 7,096 | 255 | 876 | 12 | 847 | 17 |
| 1993-94 | 9,501 | 1,424 | 7,784 | 293 | 8,631 | 1,413 | 6,940 | 278 | 870 | 11 | 844 | 15 |
| Small Districts | | | | | | | | | | | | |
| 1986-87 | 6,381 | 1,596 | 4,560 | 225 | 6,256 | 1,543 | 4,492 | 221 | 125 | 53 | 68 | 4 |
| 1987-88 | 6,248 | 1,576 | 4,451 | 221 | 6,126 | 1,524 | 4,385 | 217 | 122 | 52 | 66 | 4 |
| 1988-89 | 6,131 | 1,537 | 4,374 | 220 | 6,024 | 1,490 | 4,316 | 218 | 107 | 47 | 58 | 2 |
| 1989-90 | 6,063 | 1,493 | 4,350 | 220 | 5,973 | 1,450 | 4,305 | 218 | 90 | 43 | 45 | 2 |
| 1990-91 | 6,081 | 1,541 | 4,319 | 221 | 6,019 | 1,506 | 4,293 | 220 | 62 | 35 | 26 | 1 |
| 1991-92 | 6,252 | 1,474 | 4,561 | 217 | 6,233 | 1,472 | 4,545 | 216 | 19 | 2 | 16 | 1 |
| 1992-93 | 6,118 | 1,412 | 4,476 | 230 | 6,097 | 1,410 | 4,458 | 229 | 21 | 2 | 18 | 1 |
| 1993-94 | 5,965 | 1,346 | 4,365 | 254 | 5,946 | 1,344 | 4,349 | 253 | 19 | 2 | 16 | 1 |
| Large Districts | | | | | | | | | | | | |
| 1986-87 | 3,499 | 110 | 3,369 | 20 | 2,658 | 94 | 2,551 | 13 | 841 | 16 | 818 | 7 |
| 1987-88 | 3,363 | 55 | 3,287 | 21 | 2,547 | 46 | 2,487 | 14 | 816 | 9 | 800 | 7 |
| 1988-89 | 3,348 | 62 | 3,259 | 27 | 2,530 | 54 | 2,459 | 17 | 818 | 8 | 800 | 10 |
| 1989-90 | 3,443 | 73 | 3,338 | 32 | 2,594 | 63 | 2,508 | 23 | 849 | 10 | 830 | 9 |
| 1990-91 | 3,474 | 94 | 3,338 | 42 | 2,595 | 81 | 2,486 | 28 | 879 | 13 | 852 | 14 |
| 1991-92 | 3,707 | 85 | 3,577 | 45 | 2,843 | 75 | 2,739 | 29 | 864 | 10 | 838 | 16 |
| 1992-93 | 3,590 | 81 | 3,467 | 42 | 2,735 | 71 | 2,638 | 26 | 855 | 10 | 829 | 16 |
| 1993-94 | 3,536 | 78 | 3,419 | 39 | 2,685 | 69 | 2,591 | 25 | 851 | 9 | 828 | 14 |

Table A3.4. Number of regular and non-regular schools in rural, small, and other school districts, by year

| | Schools in All Districts | | Schools in Rural Districts | | Schools in Nonrural Districts | |
|------------------------|-----------------------------|------------|-------------------------------|------------|----------------------------------|------------|
| | Regular | Nonregular | Regular | Nonregular | Regular | Nonregular |
| All Districts | | | | | | |
| 1986-87 | 79,043 | 3,052 | 19,664 | 321 | 59,379 | 2,731 |
| 1987-88 | 78,610 | 2,999 | 19,414 | 309 | 59,196 | 2,690 |
| 1988-89 | 78,753 | 2,789 | 19,314 | 281 | 59,439 | 2,508 |
| 1989-90 | 78,968 | 3,192 | 19,401 | 297 | 59,567 | 2,895 |
| 1990-91 | 79,983 | 3,213 | 19,558 | 341 | 60,425 | 2,872 |
| 1991-92 | 79,647 | 3,791 | 19,352 | 386 | 60,295 | 3,405 |
| 1992-93 | 79,362 | 4,101 | 19,128 | 487 | 60,234 | 3,614 |
| 1993-94 | 79,757 | 4,565 | 19,146 | 465 | 60,611 | 4,100 |
| Small Districts | | | | | | |
| 1986-87 | 9,606 | 180 | 8,307 | 77 | 1,299 | 103 |
| 1987-88 | 9,386 | 125 | 8,166 | 66 | 1,220 | 59 |
| 1988-89 | 9,315 | 101 | 8,104 | 55 | 1,211 | 46 |
| 1989-90 | 9,261 | 110 | 8,088 | 56 | 1,173 | 54 |
| 1990-91 | 9,329 | 165 | 8,165 | 103 | 1,164 | 62 |
| 1991-92 | 9,124 | 200 | 8,022 | 94 | 1,102 | 106 |
| 1992-93 | 8,933 | 262 | 7,858 | 154 | 1,075 | 108 |
| 1993-94 | 8,850 | 224 | 7,807 | 110 | 1,043 | 114 |
| Large Districts | | | | | | |
| 1986-87 | 69,437 | 2,872 | 11,357 | 244 | 58,080 | 2,628 |
| 1987-88 | 69,224 | 2,874 | 11,248 | 243 | 57,976 | 2,631 |
| 1988-89 | 69,438 | 2,688 | 11,210 | 226 | 58,228 | 2,462 |
| 1989-90 | 69,707 | 3,082 | 11,313 | 241 | 58,394 | 2,841 |
| 1990-91 | 70,654 | 3,048 | 11,393 | 238 | 59,261 | 2,810 |
| 1991-92 | 70,523 | 3,591 | 11,330 | 292 | 59,193 | 3,299 |
| 1992-93 | 70,429 | 3,839 | 11,270 | 333 | 59,159 | 3,506 |
| 1993-94 | 70,907 | 4,341 | 11,339 | 355 | 59,568 | 3,986 |

Table A3.5. Number of combined (K-12), elementary, intermediate, secondary, and ungraded/other schools in rural, small, and other school districts in 1986-87 and 1993-94

| | All Districts | | | Rural Districts | | | Nonrural Districts | | |
|-----------------------------|---------------|-------|--------|-----------------|-------|-------|--------------------|-------|--------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| Elementary Schools | | | | | | | | | |
| 1986-87 | 50,591 | 5,563 | 45,028 | 11,225 | 4,621 | 6,604 | 39,366 | 942 | 38,424 |
| 1993-94 | 51,513 | 4,823 | 46,690 | 10,503 | 4,077 | 6,426 | 41,010 | 746 | 40,264 |
| Intermediate Schools | | | | | | | | | |
| 1986-87 | 11,938 | 525 | 11,413 | 2,064 | 480 | 1,584 | 9,874 | 45 | 9,829 |
| 1993-94 | 12,954 | 821 | 12,133 | 2,560 | 763 | 1,797 | 10,394 | 58 | 10,336 |
| High Schools | | | | | | | | | |
| 1986-87 | 15,714 | 3,180 | 12,534 | 5,664 | 2,883 | 2,781 | 10,050 | 297 | 9,753 |
| 1993-94 | 15,826 | 2,750 | 13,076 | 5,315 | 2,521 | 2,794 | 10,511 | 229 | 10,282 |
| Combined Schools | | | | | | | | | |
| 1986-87 | 1,775 | 409 | 1,366 | 805 | 355 | 450 | 970 | 54 | 916 |
| 1993-94 | 2,461 | 586 | 1,875 | 1,002 | 507 | 495 | 1,459 | 79 | 1,380 |
| Ungraded Schools | | | | | | | | | |
| 1986-87 | 966 | 63 | 903 | 55 | 11 | 44 | 911 | 52 | 859 |
| 1993-94 | 608 | 45 | 563 | 33 | 11 | 22 | 575 | 34 | 541 |

Table A3.6. Number of schools with kindergarten and ungraded classes in rural, small, and other school districts, by year

| | Schools in All Districts | | | Schools in Rural Districts | | | Schools in Nonrural Districts | | |
|------------------------|--------------------------|----------------------|----------|----------------------------|----------------------|----------|-------------------------------|----------------------|----------|
| | Kinder- garten | Prekin- dergarten | Ungraded | Kinder- garten | Prekin- dergarten | Ungraded | Kinder- garten | Prekin- dergarten | Ungraded |
| All Districts | | | | | | | | | |
| 1986-87 | 44,791 | 5,539 | 25,435 | 10,282 | 953 | 4,238 | 34,509 | 4,586 | 21,197 |
| 1987-88 | 46,364 | 6,467 | 23,434 | 10,463 | 1,197 | 3,812 | 35,901 | 5,270 | 19,622 |
| 1988-89 | 46,525 | 6,885 | 25,140 | 10,453 | 1,248 | 4,123 | 36,072 | 5,637 | 21,017 |
| 1989-90 | 46,803 | 8,178 | 25,919 | 10,497 | 1,490 | 4,018 | 36,306 | 6,688 | 21,901 |
| 1990-91 | 46,963 | 9,416 | 23,908 | 10,465 | 1,828 | 3,569 | 36,498 | 7,588 | 20,339 |
| 1991-92 | 46,940 | 11,591 | 24,000 | 10,330 | 2,417 | 3,670 | 36,610 | 9,174 | 20,330 |
| 1992-93 | 47,092 | 12,358 | 23,908 | 10,237 | 2,502 | 3,679 | 36,855 | 9,856 | 20,229 |
| 1993-94 | 47,126 | 13,316 | 22,713 | 10,162 | 2,731 | 3,266 | 36,964 | 10,585 | 19,447 |
| Small Districts | | | | | | | | | |
| 1986-87 | 5,116 | 495 | 1,283 | 4,278 | 450 | 1,087 | 838 | 45 | 196 |
| 1987-88 | 5,199 | 637 | 1,240 | 4,362 | 562 | 1,078 | 837 | 75 | 162 |
| 1988-89 | 5,214 | 626 | 1,273 | 4,373 | 568 | 1,085 | 841 | 58 | 188 |
| 1989-90 | 5,207 | 719 | 1,081 | 4,378 | 655 | 923 | 829 | 64 | 158 |
| 1990-91 | 5,159 | 893 | 1,004 | 4,349 | 812 | 845 | 810 | 81 | 159 |
| 1991-92 | 5,070 | 1,001 | 1,008 | 4,286 | 902 | 852 | 784 | 99 | 156 |
| 1992-93 | 4,982 | 1,084 | 1,000 | 4,213 | 984 | 838 | 769 | 100 | 162 |
| 1993-94 | 4,895 | 1,181 | 851 | 4,162 | 1,066 | 685 | 733 | 115 | 166 |
| Large Districts | | | | | | | | | |
| 1986-87 | 39,675 | 5,044 | 24,152 | 6,004 | 503 | 3,151 | 33,671 | 4,541 | 21,001 |
| 1987-88 | 41,165 | 5,830 | 22,194 | 6,101 | 635 | 2,734 | 35,064 | 5,195 | 19,460 |
| 1988-89 | 41,311 | 6,259 | 23,867 | 6,080 | 680 | 3,038 | 35,231 | 5,579 | 20,829 |
| 1989-90 | 41,596 | 7,459 | 24,838 | 6,119 | 835 | 3,095 | 35,477 | 6,624 | 21,743 |
| 1990-91 | 41,804 | 8,523 | 22,904 | 6,116 | 1,016 | 2,724 | 35,688 | 7,507 | 20,180 |
| 1991-92 | 41,870 | 10,590 | 22,992 | 6,044 | 1,515 | 2,818 | 35,826 | 9,075 | 20,174 |
| 1992-93 | 42,110 | 11,274 | 22,908 | 6,024 | 1,518 | 2,841 | 36,086 | 9,756 | 20,067 |
| 1993-94 | 42,231 | 12,135 | 21,862 | 6,000 | 1,665 | 2,581 | 36,231 | 10,470 | 19,281 |

Table A3.7. Number of small schools with fewer than one teacher per grade, by level

| | All Districts | | | | Rural Districts | | | | Nonrural Districts | | | |
|------------------------|---------------|-------|---------|-----|-----------------|-------|---------|-----|--------------------|------|---------|-----|
| | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec | Tot | Elem | Unified | Sec |
| All Districts | | | | | | | | | | | | |
| 1986-87 | 4,356 | 1,705 | 2,580 | 71 | 2,691 | 1,190 | 1,487 | 14 | 1,665 | 515 | 1,093 | 57 |
| 1987-88 | 4,093 | 1,656 | 2,390 | 47 | 2,573 | 1,176 | 1,382 | 15 | 1,520 | 480 | 1,008 | 32 |
| 1988-89 | 4,415 | 1,640 | 2,701 | 74 | 2,725 | 1,173 | 1,531 | 21 | 1,690 | 467 | 1,170 | 53 |
| 1989-90 | 4,201 | 1,563 | 2,574 | 64 | 2,598 | 1,120 | 1,459 | 19 | 1,603 | 443 | 1,115 | 45 |
| 1990-91 | 4,225 | 1,545 | 2,603 | 77 | 2,595 | 1,118 | 1,455 | 22 | 1,630 | 427 | 1,148 | 55 |
| 1991-92 | 4,229 | 1,490 | 2,643 | 96 | 2,482 | 1,071 | 1,380 | 31 | 1,747 | 419 | 1,263 | 65 |
| 1992-93 | 4,032 | 1,368 | 2,566 | 98 | 2,274 | 991 | 1,252 | 31 | 1,758 | 377 | 1,314 | 67 |
| 1993-94 | 4,152 | 1,294 | 2,736 | 122 | 2,263 | 945 | 1,267 | 51 | 1,889 | 349 | 1,469 | 71 |
| Small Districts | | | | | | | | | | | | |
| 1986-87 | 2,599 | 1,646 | 934 | 19 | 2,016 | 1,164 | 845 | 7 | 583 | 482 | 89 | 12 |
| 1987-88 | 2,491 | 1,604 | 874 | 13 | 1,970 | 1,155 | 808 | 7 | 521 | 449 | 66 | 6 |
| 1988-89 | 2,588 | 1,583 | 986 | 19 | 2,076 | 1,146 | 917 | 13 | 512 | 437 | 69 | 6 |
| 1989-90 | 2,428 | 1,501 | 911 | 16 | 1,949 | 1,089 | 851 | 9 | 479 | 412 | 60 | 7 |
| 1990-91 | 2,418 | 1,483 | 916 | 19 | 1,961 | 1,090 | 861 | 10 | 457 | 393 | 55 | 9 |
| 1991-92 | 2,340 | 1,428 | 885 | 27 | 1,885 | 1,046 | 822 | 17 | 455 | 382 | 63 | 10 |
| 1992-93 | 2,110 | 1,306 | 776 | 28 | 1,705 | 966 | 722 | 17 | 405 | 340 | 54 | 11 |
| 1993-94 | 2,056 | 1,227 | 784 | 45 | 1,677 | 919 | 722 | 36 | 379 | 308 | 62 | 9 |
| Large Districts | | | | | | | | | | | | |
| 1986-87 | 1,757 | 59 | 1,646 | 52 | 675 | 26 | 642 | 7 | 1,082 | 33 | 1,004 | 45 |
| 1987-88 | 1,602 | 52 | 1,516 | 34 | 603 | 21 | 574 | 8 | 999 | 31 | 942 | 26 |
| 1988-89 | 1,827 | 57 | 1,715 | 55 | 649 | 27 | 614 | 8 | 1,178 | 30 | 1,101 | 47 |
| 1989-90 | 1,773 | 62 | 1,663 | 48 | 649 | 31 | 608 | 10 | 1,124 | 31 | 1,055 | 38 |
| 1990-91 | 1,807 | 62 | 1,687 | 58 | 634 | 28 | 594 | 12 | 1,173 | 34 | 1,093 | 46 |
| 1991-92 | 1,889 | 62 | 1,758 | 69 | 597 | 25 | 558 | 14 | 1,292 | 37 | 1,200 | 55 |
| 1992-93 | 1,922 | 62 | 1,790 | 70 | 569 | 25 | 530 | 14 | 1,353 | 37 | 1,260 | 56 |
| 1993-94 | 2,096 | 67 | 1,952 | 77 | 586 | 26 | 545 | 15 | 1,510 | 41 | 1,407 | 62 |

Table A3.8. Patterns of school levels in small rural districts, by year

| E | M | H | C | U | 86-87 | 87-88 | 88-89 | 89-90 | 90-91 | 91-92 | 92-93 | 93-94 |
|--------|---|---|----|---|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 | | 1 | | | 1,997 | 1,877 | 1,824 | 1,758 | 1,670 | 1,646 | 1,584 | 1,520 |
| 1 | | | | | 1,435 | 1,421 | 1,417 | 1,403 | 1,275 | 1,280 | 1,229 | 1,185 |
| 1 | 1 | 1 | | | 359 | 368 | 376 | 399 | 437 | 416 | 433 | 462 |
| | | | 1 | | 176 | 269 | 289 | 304 | 305 | 299 | 301 | 299 |
| | | | | 1 | 207 | 208 | 206 | 210 | 205 | 202 | 190 | 164 |
| 1 | 1 | | | | 15 | 14 | 31 | 47 | 161 | 160 | 155 | 128 |
| 2 | | 1 | | | 136 | 130 | 126 | 131 | 121 | 118 | 109 | 105 |
| 2 | 1 | 1 | | | 62 | 63 | 60 | 59 | 62 | 70 | 78 | 83 |
| 1 | | | 1 | | 65 | 52 | 53 | 52 | 56 | 71 | 77 | 76 |
| 3 | 1 | 1 | | | 14 | 18 | 18 | 18 | 18 | 16 | 19 | 24 |
| | 1 | | | | 7 | 9 | 9 | 14 | 14 | 18 | 17 | 19 |
| 1 | | 2 | | | 4 | 5 | 2 | 5 | 10 | 11 | 13 | 19 |
| 2 | | | 31 | | 31 | 34 | 29 | 28 | 32 | 23 | 23 | 19 |
| 2 | | 2 | | | 10 | 11 | 11 | 13 | 12 | 13 | 17 | 17 |
| | | | 1 | | 44 | 54 | 43 | 16 | 15 | 16 | 10 | 13 |
| 2 | 1 | | | | 2 | 3 | 3 | 2 | 6 | 7 | 9 | 9 |
| | | 2 | | | 4 | 3 | 4 | 4 | 6 | 5 | 5 | 7 |
| 1 | | 1 | 1 | | 4 | 4 | 7 | 3 | 4 | 9 | 8 | 7 |
| 2 | | | 1 | | 1 | 1 | 2 | 2 | 6 | 6 | 7 | 5 |
| | | | 1 | | 4 | 3 | 1 | 2 | 2 | 5 | 2 | 4 |
| | | 2 | | | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 4 |
| 1 | 1 | 2 | | | 2 | 2 | 3 | 2 | 4 | 3 | 3 | 4 |
| 4 | 1 | 1 | | | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 4 |
| | | 1 | 1 | | 0 | 3 | 3 | 3 | 5 | 3 | 5 | 3 |
| | 1 | 1 | | | 1 | 1 | 3 | 3 | 3 | 4 | 2 | 3 |
| 1 | 1 | | 1 | | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 3 |
| 2 | 2 | 1 | | | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 3 |
| 3 | | | | | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 |
| 3 | | 1 | | | 19 | 15 | 15 | 10 | 10 | 10 | 7 | 3 |
| 1 | | 1 | 1 | | 0 | 2 | 3 | 3 | 2 | 0 | 2 | 2 |
| 1 | 1 | 1 | | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| 3 | | 2 | | | 2 | 2 | 2 | 1 | 1 | 2 | 3 | 2 |
| 4 | | 1 | | | 6 | 5 | 4 | 4 | 4 | 4 | 3 | 2 |
| 3 | 1 | | | | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 1 |
| 1 | | | 1 | | 1 | 1 | 2 | 1 | 10 | 0 | 1 | 0 |
| 2 | | 9 | | | 1 | 1 | 2 | 3 | 0 | 0 | 1 | 0 |
| 6 | 1 | 1 | | | 2 | 2 | 3 | 3 | 3 | 0 | 0 | 0 |
| Other. | | | | | 33 | 35 | 29 | 32 | 33 | 26 | 25 | 34 |

Note: "E", "M", "H", "C", and "U" refers to the grade span of school. They stand for elementary, intermediate, high, combined, and undefined or ungraded, respectively.

Table A3.9. Counts of year-to-year school level changes in small rural districts

| Year 1 to Year 2 | | | | | | | | | | | | | | | | | | |
|------------------|---|---|---|---|----|---|---|---|---|---|-------|-------|-------|-------|-------|-------|-------|-------|
| E | M | H | C | U | TO | E | M | H | C | U | 86-87 | 87-88 | 88-89 | 89-90 | 90-91 | 91-92 | 92-93 | Total |
| 1 | | | | | → | 0 | | | | | 21 | 19 | 28 | 34 | 29 | 46 | 43 | 220 |
| 1 | 1 | | | | → | 1 | 1 | 1 | | | 22 | 20 | 41 | 46 | 13 | 24 | 19 | 185 |
| 1 | 1 | | | | → | | | 1 | | | 86 | 18 | 25 | 9 | 5 | 6 | 3 | 152 |
| 1 | | | | | → | 1 | 1 | | | | 1 | 2 | 2 | 96 | 1 | 2 | 1 | 105 |
| 1 | 1 | | | | → | 0 | 0 | | | | 8 | 6 | 9 | 9 | 14 | 28 | 29 | 103 |
| 1 | 1 | | | | → | 1 | | 1 | | | 12 | 11 | 9 | 16 | 23 | 17 | 15 | 103 |
| 1 | 1 | 1 | | | → | 1 | | 1 | | | 6 | 10 | 9 | 9 | 36 | 13 | 9 | 92 |
| 1 | 1 | | | | → | 1 | | | | | 10 | 8 | 11 | 18 | 13 | 7 | 7 | 74 |
| 1 | 1 | | | | → | 1 | | | | | 2 | 8 | 14 | 16 | 5 | 10 | 4 | 59 |
| 1 | 1 | | | | → | 1 | 1 | | | | 7 | 4 | 7 | 10 | 7 | 9 | 10 | 54 |
| 1 | | | | | → | | 1 | | | | 6 | 6 | 8 | 8 | 6 | 7 | 8 | 49 |
| 1 | 1 | | | | → | 0 | 0 | | | | 0 | 0 | 3 | 0 | 1 | 14 | 30 | 48 |
| 1 | | | | | → | 1 | | 1 | | | 4 | 3 | 17 | 3 | 8 | 5 | 1 | 41 |
| 2 | 1 | | | | → | 1 | | 1 | | | 6 | 5 | 5 | 7 | 6 | 5 | 2 | 36 |
| | 1 | | | | → | 1 | | | | | 5 | 8 | 9 | 2 | 4 | 0 | 2 | 30 |
| 1 | 1 | | | | → | | | 1 | | | 17 | 4 | 1 | 1 | 1 | 3 | 1 | 28 |
| | 1 | | | | → | 1 | 1 | 1 | | | 0 | 0 | 0 | 0 | 0 | 10 | 17 | 27 |
| 2 | 1 | 1 | | | → | 1 | 1 | 1 | | | 1 | 2 | 2 | 4 | 9 | 3 | 6 | 27 |
| 2 | | | | | → | 1 | | | | | 1 | 2 | 4 | 3 | 11 | 1 | 4 | 26 |
| | 1 | | | | → | 1 | | | | | 4 | 4 | 3 | 6 | 3 | 2 | 1 | 23 |
| 1 | 1 | 1 | | | → | 0 | 0 | 0 | | | 1 | 2 | 4 | 3 | 3 | 7 | 3 | 23 |
| 1 | | | | | → | 2 | | | | | 2 | 3 | 0 | 10 | 2 | 4 | 1 | 22 |
| 1 | | | | | → | | | 1 | | | 2 | 2 | 4 | 3 | 3 | 6 | 1 | 21 |
| 2 | 1 | | | | → | 1 | 1 | 1 | | | 3 | 3 | 0 | 3 | 2 | 6 | 4 | 21 |
| | 1 | | | | → | 1 | | | | | 0 | 3 | 2 | 5 | 5 | 3 | 2 | 20 |
| | 1 | | | | → | | | 0 | | | 1 | 3 | 2 | 0 | 4 | 5 | 4 | 19 |
| | 1 | | | | → | | | 0 | | | 6 | 0 | 3 | 2 | 4 | 1 | 2 | 18 |
| 1 | | | | | → | 0 | | | | | 6 | 0 | 0 | 3 | 3 | . | 6 | 18 |
| 1 | 1 | | | | → | 1 | 1 | 1 | | | 3 | 4 | 0 | 4 | 1 | 3 | 2 | 17 |
| 1 | 1 | | | | → | 2 | | 1 | | | 3 | 1 | 0 | 3 | 5 | 4 | 1 | 17 |
| | 1 | | | | → | | | 0 | | | 2 | 1 | 1 | 6 | 2 | 2 | 2 | 16 |
| | 1 | | | | → | 0 | | | | | 0 | 3 | 1 | 2 | 1 | 5 | 4 | 16 |
| 1 | 1 | | | | → | 1 | | 2 | | | 2 | 0 | 0 | 5 | 1 | 4 | 3 | 15 |
| 1 | 1 | 1 | | | → | 2 | 1 | 1 | | | 0 | 1 | 1 | 1 | 2 | 5 | 5 | 15 |
| 1 | 1 | 1 | | | → | 2 | | 1 | | | 3 | 0 | 3 | 2 | 2 | 2 | 2 | 14 |
| | 0 | | | | → | | | 1 | | | 5 | 1 | 0 | 0 | 3 | 4 | 0 | 13 |
| 1 | 1 | 1 | | | → | | | 1 | | | 10 | 0 | 1 | 1 | 0 | 1 | 0 | 13 |
| 2 | 1 | | | | → | 2 | 1 | 1 | | | 3 | 0 | 0 | 4 | 3 | 2 | 1 | 13 |
| | 1 | | | | → | 1 | | 1 | | | 1 | 0 | 7 | 0 | 0 | 0 | 4 | 12 |
| | 1 | | | | → | | | 1 | | | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 12 |
| 1 | 1 | | | | → | 1 | | | | | 2 | 2 | 0 | 2 | 3 | 1 | 2 | 12 |
| 1 | 1 | 1 | | | → | 1 | 1 | | | | 0 | 4 | 2 | 3 | 1 | 1 | 1 | 12 |
| 0 | 0 | | | | → | 1 | | 1 | | | 1 | 1 | 2 | 3 | 2 | 2 | 0 | 11 |
| 0 | 0 | 0 | | | → | 2 | 1 | 1 | | | 0 | 1 | 3 | 4 | 1 | 0 | 2 | 11 |
| | 1 | | | | → | | | 1 | | | 0 | 3 | 1 | 1 | 0 | 2 | 4 | 11 |
| 1 | 1 | | | | → | | | 1 | | | 1 | 5 | 3 | 0 | 0 | 0 | 2 | 11 |
| 1 | | | | | → | 1 | | 1 | | | 2 | 0 | 1 | 2 | 0 | 2 | 3 | 10 |
| 1 | 1 | 1 | | | → | 1 | | 1 | | | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 10 |

Note: Only pattern changes with 10 or more occurrences are included in this table. "E", "M", "H", "C", and "U" refers to the grade span of school. They stand for elementary, intermediate, high, combined, and undefined or ungraded, respectively.

Table A3.10. Counts of year-to-year school level changes in small rural districts with increasing or declining enrollment

| Year 1 to Year 2 | | | | | | | 86-87 | 87-88 | 88-89 | 89-90 | 90-91 | 91-92 | Total | | | | |
|-----------------------------|---|---|---|---|----|---|-------|-------|-------|-------|----------|----------|----------|----------|----------|----------|-----|
| E | M | H | C | U | TO | E | M | H | C | U | to 87-88 | to 88-89 | to 89-90 | to 90-91 | to 91-92 | to 92-93 | |
| Decreased Enrollment | | | | | | | | | | | | | | | | | |
| 1 | | | | | → | 0 | | | | | 41 | 47 | 62 | 62 | 73 | 88 | 373 |
| 1 | 1 | | | | → | 0 | 0 | 0 | | | 14 | 16 | 19 | 26 | 44 | 57 | 176 |
| 1 | 1 | | | | → | 1 | 1 | 1 | | | 13 | 22 | 32 | 12 | 3 | 8 | 90 |
| 1 | 1 | | | | → | 1 | | | | | 14 | 6 | 20 | 23 | 15 | 9 | 87 |
| 1 | 1 | | | | → | 0 | 0 | 0 | | | 0 | 0 | 3 | 1 | 16 | 42 | 62 |
| 1 | 1 | | | | → | 0 | 0 | 0 | 1 | | 33 | 8 | 5 | 5 | 4 | 3 | 58 |
| 1 | 1 | 1 | | | → | 1 | 1 | | | | 11 | 9 | 4 | 11 | 14 | 3 | 52 |
| 1 | 1 | 1 | | | → | 0 | 0 | 0 | | | 3 | 7 | 7 | 6 | 12 | 9 | 44 |
| 1 | | | | | → | 1 | 1 | | | | 0 | 0 | 20 | 17 | 2 | 0 | 39 |
| 1 | 1 | | | | → | 1 | 1 | | | | 2 | 7 | 11 | 8 | 6 | 2 | 36 |
| 1 | 1 | | | | → | 1 | | 1 | | | 4 | 3 | 6 | 7 | 7 | 4 | 31 |
| 1 | | | | | → | 0 | | | | | 3 | 2 | 7 | 8 | 4 | 4 | 28 |
| 1 | | | | | → | 0 | | | | | 7 | 2 | 5 | 4 | 6 | 3 | 27 |
| 1 | | | | | → | 0 | | | | | 2 | 4 | 2 | 3 | 6 | 9 | 26 |
| 1 | | 1 | | | → | 0 | | | 0 | | 2 | 6 | 2 | 1 | 4 | 9 | 24 |
| 1 | 1 | | | | → | 1 | 1 | | | | 2 | 4 | 10 | 2 | 1 | 3 | 22 |
| 1 | 1 | | | | → | 1 | 1 | | | | 5 | 8 | 3 | 0 | 1 | 2 | 19 |
| 2 | 1 | | | | → | 1 | 1 | | | | 5 | 4 | 1 | 1 | 5 | 2 | 18 |
| 1 | | | | | → | 1 | 1 | | | | 0 | 7 | 5 | 2 | 1 | 2 | 17 |
| 2 | 1 | | | | → | 0 | 0 | | | | 2 | 4 | 2 | 1 | 3 | 4 | 16 |
| 2 | | | | | → | 0 | | | | | 1 | 4 | 1 | 0 | 3 | 4 | 13 |
| 1 | 1 | | | | → | 1 | | 1 | | | 9 | 0 | 1 | 0 | 0 | 2 | 12 |
| 1 | | | | | → | 1 | | | | | 1 | 1 | 3 | 2 | 3 | 1 | 11 |
| 2 | 1 | 1 | | | → | 1 | 1 | 1 | | | 1 | 1 | 3 | 3 | 1 | 2 | 11 |
| Increased Enrollment | | | | | | | | | | | | | | | | | |
| 1 | 1 | | | | → | 1 | 1 | 1 | | | 18 | 15 | 26 | 17 | 25 | 26 | 127 |
| 1 | 1 | | | | → | 1 | | 1 | 1 | | 35 | 14 | 9 | 4 | 5 | 2 | 69 |
| 1 | 1 | | | | → | 1 | | 1 | 1 | | 7 | 3 | 8 | 13 | 18 | 12 | 61 |
| 1 | 1 | | | | → | 1 | 1 | | | | 7 | 12 | 15 | 11 | 6 | 8 | 59 |
| 1 | | | | | → | 1 | 1 | | | | 2 | 2 | 21 | 27 | 0 | 0 | 52 |
| 1 | 1 | 1 | | | → | 1 | 1 | 1 | | | 2 | 4 | 5 | 10 | 15 | 13 | 49 |
| 1 | | | | | → | 1 | 1 | 1 | | | 0 | 0 | 0 | 0 | 10 | 28 | 38 |
| 1 | | | | | → | 1 | 1 | 1 | | | 2 | 4 | 7 | 6 | 11 | 5 | 35 |
| 0 | 0 | | | | → | 1 | 1 | | | | 3 | 3 | 5 | 6 | 4 | 6 | 27 |
| 1 | 1 | | | | → | 1 | 1 | | | | 1 | 2 | 3 | 5 | 9 | 4 | 24 |
| 1 | 1 | | | | → | 1 | | | | | 3 | 7 | 5 | 4 | 3 | 2 | 24 |
| 1 | 1 | 1 | | | → | 2 | 1 | 1 | | | 1 | 2 | 2 | 3 | 6 | 6 | 20 |
| 2 | 1 | | | | → | 1 | 1 | | | | 2 | 4 | 6 | 0 | 6 | 2 | 20 |
| 0 | 0 | 0 | | | → | 2 | 1 | 1 | | | 1 | 4 | 7 | 3 | 2 | 2 | 19 |
| 1 | 1 | | | | → | 2 | | 1 | | | 1 | 1 | 2 | 7 | 5 | 3 | 19 |
| 2 | 1 | | | | → | 1 | 1 | 1 | | | 1 | 2 | 1 | 2 | 3 | 6 | 15 |
| 1 | | | | | → | 2 | | | | | 4 | 2 | 4 | 1 | 1 | 2 | 14 |
| 1 | 1 | | | | → | 2 | 1 | 1 | | | 0 | 1 | 1 | 2 | 4 | 6 | 14 |
| 2 | 1 | 1 | | | → | 1 | 1 | 1 | | | 0 | 1 | 2 | 4 | 4 | 3 | 14 |
| | | | | | 1 | → | 1 | | | | 1 | 4 | 5 | 2 | 1 | 0 | 13 |
| | | | | | 0 | → | | 1 | 1 | | 2 | 1 | 0 | 3 | 6 | 0 | 12 |
| | | | | | 0 | → | | 1 | | | 0 | 1 | 3 | 4 | 3 | 1 | 12 |
| 1 | | | | | 1 | → | | 1 | | | 0 | 1 | 3 | 2 | 3 | 2 | 11 |
| 1 | 1 | 1 | | | 1 | → | 2 | 1 | | | 1 | 1 | 3 | 1 | 4 | 1 | 11 |
| 0 | | | | | 1 | → | | | | | 6 | 0 | 0 | 0 | 1 | 3 | 10 |
| 0 | 0 | 0 | | | 1 | → | 1 | 1 | 1 | | 0 | 1 | 3 | 5 | 0 | 1 | 10 |

Note: Only pattern changes with 10 or more occurrences are included in this table. "E", "M", "H", "C", and "U" refers to the grade span of school. They stand for elementary, intermediate, high, combined, and undefined or ungraded, respectively.

Table A 4.1a. Number of minority and white students in rural, small, and other school districts, by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|------------|------------|------------|-----------|----------|-----------|------------|------------|------------|
| | Total | Minority | White | Total | Minority | White | Total | Minority | White |
| Total | | | | | | | | | |
| 1987-88 | 39,749,428 | 12,119,382 | 27,630,046 | 5,397,036 | 822,860 | 4,574,176 | 34,352,392 | 11,296,522 | 23,055,870 |
| 1988-89 | 39,941,106 | 12,350,689 | 27,590,417 | 5,409,189 | 838,609 | 4,570,580 | 34,531,917 | 11,512,080 | 23,019,837 |
| 1989-90 | 40,310,954 | 12,656,093 | 27,654,861 | 5,422,985 | 827,202 | 4,595,783 | 34,887,969 | 11,828,891 | 23,059,078 |
| 1990-91 | 40,970,006 | 13,116,179 | 27,853,827 | 5,452,961 | 831,148 | 4,621,813 | 35,517,045 | 12,285,031 | 23,232,014 |
| 1991-92 | 41,812,543 | 13,600,023 | 28,212,520 | 5,534,517 | 852,957 | 4,681,560 | 36,278,026 | 12,747,066 | 23,530,960 |
| 1992-93 | 42,572,064 | 13,817,862 | 28,754,202 | 5,628,550 | 876,480 | 4,752,070 | 36,943,514 | 12,941,382 | 24,002,132 |
| 1993-94 | 43,197,078 | 14,642,689 | 28,554,389 | 5,710,536 | 916,301 | 4,794,235 | 37,486,542 | 13,726,388 | 23,760,154 |
| Small | | | | | | | | | |
| 1987-88 | 1,274,970 | 153,561 | 1,121,409 | 1,112,648 | 128,054 | 984,594 | 162,322 | 25,507 | 136,815 |
| 1988-89 | 1,292,108 | 163,218 | 1,128,890 | 1,109,220 | 130,370 | 978,850 | 182,888 | 32,848 | 150,040 |
| 1989-90 | 1,293,286 | 160,360 | 1,132,926 | 1,108,818 | 124,400 | 984,418 | 184,468 | 35,960 | 148,508 |
| 1990-91 | 1,293,245 | 158,388 | 1,134,857 | 1,107,152 | 121,749 | 985,403 | 186,093 | 36,639 | 149,454 |
| 1991-92 | 1,308,893 | 163,715 | 1,145,178 | 1,119,153 | 125,675 | 993,478 | 189,740 | 38,040 | 151,700 |
| 1992-93 | 1,325,246 | 167,201 | 1,158,045 | 1,130,763 | 128,429 | 1,002,334 | 194,483 | 38,772 | 155,711 |
| 1993-94 | 1,327,372 | 177,122 | 1,150,250 | 1,131,346 | 135,070 | 996,276 | 196,026 | 42,052 | 153,974 |
| Large | | | | | | | | | |
| 1987-88 | 38,474,458 | 11,965,821 | 26,508,637 | 4,284,388 | 694,806 | 3,589,582 | 34,190,070 | 11,271,015 | 22,919,055 |
| 1988-89 | 38,648,998 | 12,187,471 | 26,461,527 | 4,299,969 | 708,239 | 3,591,730 | 34,349,029 | 11,479,232 | 22,869,797 |
| 1989-90 | 39,017,668 | 12,495,733 | 26,521,935 | 4,314,167 | 702,802 | 3,611,365 | 34,703,501 | 11,792,931 | 22,910,570 |
| 1990-91 | 39,676,761 | 12,957,791 | 26,718,970 | 4,345,809 | 709,399 | 3,636,410 | 35,330,952 | 12,248,392 | 23,082,560 |
| 1991-92 | 40,503,650 | 13,436,308 | 27,067,342 | 4,415,364 | 727,282 | 3,688,082 | 36,088,286 | 12,709,026 | 23,379,260 |
| 1992-93 | 41,246,818 | 13,650,661 | 27,596,157 | 4,497,787 | 748,051 | 3,749,736 | 36,749,031 | 12,902,610 | 23,846,421 |
| 1993-94 | 41,869,706 | 14,465,567 | 27,404,139 | 4,579,190 | 781,231 | 3,797,959 | 37,290,516 | 13,684,336 | 23,606,180 |

Table A4.1b. Percentage of minority and white students in rural, small, and other school districts, by year

| | Total | | Rural | | Nonrural | |
|--------------|----------|-------|----------|-------|----------|-------|
| | Minority | White | Minority | White | Minority | White |
| Total | | | | | | |
| 1987-88 | 30.5 | 69.5 | 15.2 | 84.8 | 32.9 | 67.1 |
| 1988-89 | 30.9 | 69.1 | 15.5 | 84.5 | 33.3 | 66.7 |
| 1989-90 | 31.4 | 68.6 | 15.3 | 84.7 | 33.9 | 66.1 |
| 1990-91 | 32.0 | 68.0 | 15.2 | 84.8 | 34.6 | 65.4 |
| 1991-92 | 32.5 | 67.5 | 15.4 | 84.6 | 35.1 | 64.9 |
| 1992-93 | 32.5 | 67.5 | 15.6 | 84.4 | 35.0 | 65.0 |
| 1993-94 | 33.9 | 66.1 | 16.0 | 84.0 | 36.6 | 63.4 |
| Small | | | | | | |
| 1987-88 | 12.0 | 88.0 | 11.5 | 88.5 | 15.7 | 84.3 |
| 1988-89 | 12.6 | 87.4 | 11.8 | 88.2 | 18.0 | 82.0 |
| 1989-90 | 12.4 | 87.6 | 11.2 | 88.8 | 19.5 | 80.5 |
| 1990-91 | 12.2 | 87.8 | 11.0 | 89.0 | 19.7 | 80.3 |
| 1991-92 | 12.5 | 87.5 | 11.2 | 88.8 | 20.0 | 80.0 |
| 1992-93 | 12.6 | 87.4 | 11.4 | 88.6 | 19.9 | 80.1 |
| 1993-94 | 13.3 | 86.7 | 11.9 | 88.1 | 21.5 | 78.5 |
| Large | | | | | | |
| 1987-88 | 31.1 | 68.9 | 16.2 | 83.8 | 33.0 | 67.0 |
| 1988-89 | 31.5 | 68.5 | 16.5 | 83.5 | 33.4 | 66.6 |
| 1989-90 | 32.0 | 68.0 | 16.3 | 83.7 | 34.0 | 66.0 |
| 1990-91 | 32.7 | 67.3 | 16.3 | 83.7 | 34.7 | 65.3 |
| 1991-92 | 33.2 | 66.8 | 16.5 | 83.5 | 35.2 | 64.8 |
| 1992-93 | 33.1 | 66.9 | 16.6 | 83.4 | 35.1 | 64.9 |
| 1993-94 | 34.5 | 65.5 | 17.1 | 82.9 | 36.7 | 63.3 |

Table A4.1c. Number of black, Hispanic, Asian, and Native American students (in thousands) in rural, small, and other school districts, by year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|--------|-------|-------|-------|--------|-------|-------|-------|----------|-------|-------|-------|
| | Native | | | | Native | | | | Native | | | |
| | Black | Hisp. | Asian | Amer. | Black | Hisp. | Asian | Amer. | Black | Hisp. | Asian | Amer. |
| Total | | | | | | | | | | | | |
| 1987-88 | 6,527 | 4,012 | 1,204 | 377 | 481 | 191 | 26 | 125 | 6,046 | 3,821 | 1,178 | 252 |
| 1988-89 | 6,498 | 4,229 | 1,242 | 383 | 488 | 202 | 24 | 125 | 6,010 | 4,027 | 1,217 | 258 |
| 1989-90 | 6,525 | 4,445 | 1,295 | 391 | 473 | 205 | 24 | 125 | 6,052 | 4,240 | 1,272 | 266 |
| 1990-91 | 6,644 | 4,731 | 1,343 | 398 | 466 | 214 | 23 | 128 | 6,178 | 4,517 | 1,320 | 271 |
| 1991-92 | 6,769 | 4,990 | 1,417 | 424 | 467 | 227 | 24 | 135 | 6,303 | 4,763 | 1,392 | 289 |
| 1992-93 | 6,856 | 5,085 | 1,443 | 433 | 474 | 239 | 25 | 138 | 6,383 | 4,846 | 1,418 | 294 |
| 1993-94 | 7,169 | 5,470 | 1,547 | 457 | 490 | 255 | 27 | 144 | 6,679 | 5,215 | 1,519 | 313 |
| Small | | | | | | | | | | | | |
| 1987-88 | 40 | 60 | 7 | 46 | 32 | 50 | 6 | 41 | 9 | 11 | 2 | 5 |
| 1988-89 | 41 | 68 | 7 | 47 | 33 | 51 | 5 | 42 | 9 | 17 | 2 | 5 |
| 1989-90 | 35 | 72 | 7 | 46 | 27 | 52 | 4 | 41 | 8 | 20 | 3 | 5 |
| 1990-91 | 31 | 73 | 6 | 47 | 23 | 52 | 4 | 42 | 8 | 21 | 2 | 5 |
| 1991-92 | 31 | 76 | 7 | 49 | 23 | 55 | 4 | 44 | 8 | 22 | 3 | 5 |
| 1992-93 | 31 | 78 | 7 | 51 | 23 | 56 | 4 | 45 | 8 | 22 | 3 | 6 |
| 1993-94 | 32 | 84 | 7 | 54 | 23 | 60 | 4 | 48 | 9 | 24 | 3 | 6 |
| Large | | | | | | | | | | | | |
| 1987-88 | 6,487 | 3,952 | 1,197 | 331 | 449 | 142 | 20 | 84 | 6,037 | 3,810 | 1,177 | 247 |
| 1988-89 | 6,456 | 4,161 | 1,234 | 336 | 455 | 150 | 20 | 83 | 6,001 | 4,011 | 1,215 | 253 |
| 1989-90 | 6,490 | 4,373 | 1,289 | 345 | 446 | 153 | 19 | 84 | 6,043 | 4,220 | 1,269 | 261 |
| 1990-91 | 6,613 | 4,658 | 1,336 | 351 | 443 | 162 | 19 | 85 | 6,170 | 4,496 | 1,317 | 266 |
| 1991-92 | 6,738 | 4,914 | 1,410 | 374 | 443 | 173 | 20 | 91 | 6,295 | 4,741 | 1,390 | 283 |
| 1992-93 | 6,825 | 5,007 | 1,436 | 382 | 450 | 184 | 21 | 93 | 6,375 | 4,824 | 1,415 | 289 |
| 1993-94 | 7,137 | 5,386 | 1,539 | 403 | 467 | 195 | 23 | 96 | 6,670 | 5,191 | 1,517 | 307 |

Table A4.1d. Percentage of black, Hispanic, Asian, and Native American students in rural, small, and other school districts, by year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|--------|-------|-------|-------|--------|-------|-------|-------|----------|-------|-------|-------|
| | Native | | | | Native | | | | Native | | | |
| | Black | Hisp. | Asian | Amer. | Black | Hisp. | Asian | Amer. | Black | Hisp. | Asian | Amer. |
| Total | | | | | | | | | | | | |
| 1987-88 | 16.4 | 10.1 | 3.0 | 0.9 | 8.9 | 3.5 | 0.5 | 2.3 | 17.6 | 11.1 | 3.4 | 0.7 |
| 1988-89 | 16.3 | 10.6 | 3.1 | 1.0 | 9.0 | 3.7 | 0.5 | 2.3 | 17.4 | 11.7 | 3.5 | 0.7 |
| 1989-90 | 16.2 | 11.0 | 3.2 | 1.0 | 8.7 | 3.8 | 0.4 | 2.3 | 17.3 | 12.2 | 3.6 | 0.8 |
| 1990-91 | 16.2 | 11.5 | 3.3 | 1.0 | 8.6 | 3.9 | 0.4 | 2.3 | 17.4 | 12.7 | 3.7 | 0.8 |
| 1991-92 | 16.2 | 11.9 | 3.4 | 1.0 | 8.4 | 4.1 | 0.4 | 2.4 | 17.4 | 13.1 | 3.8 | 0.8 |
| 1992-93 | 16.1 | 11.9 | 3.4 | 1.0 | 8.4 | 4.3 | 0.4 | 2.5 | 17.3 | 13.1 | 3.8 | 0.8 |
| 1993-94 | 16.6 | 12.7 | 3.6 | 1.1 | 8.6 | 4.5 | 0.5 | 2.5 | 17.8 | 13.9 | 4.1 | 0.8 |
| Small | | | | | | | | | | | | |
| 1987-88 | 3.2 | 4.7 | 0.6 | 3.6 | 2.8 | 4.5 | 0.5 | 3.7 | 5.3 | 6.6 | 1.0 | 2.9 |
| 1988-89 | 3.2 | 5.3 | 0.6 | 3.6 | 2.9 | 4.6 | 0.4 | 3.8 | 4.8 | 9.1 | 1.4 | 2.7 |
| 1989-90 | 2.7 | 5.6 | 0.5 | 3.6 | 2.4 | 4.7 | 0.4 | 3.7 | 4.6 | 10.8 | 1.4 | 2.7 |
| 1990-91 | 2.4 | 5.7 | 0.5 | 3.7 | 2.1 | 4.7 | 0.3 | 3.8 | 4.3 | 11.3 | 1.3 | 2.8 |
| 1991-92 | 2.4 | 5.8 | 0.5 | 3.8 | 2.1 | 4.9 | 0.4 | 3.9 | 4.2 | 11.5 | 1.4 | 2.9 |
| 1992-93 | 2.4 | 5.9 | 0.5 | 3.8 | 2.1 | 4.9 | 0.4 | 4.0 | 4.2 | 11.4 | 1.4 | 3.0 |
| 1993-94 | 2.4 | 6.3 | 0.5 | 4.1 | 2.0 | 5.3 | 0.4 | 4.2 | 4.5 | 12.4 | 1.5 | 3.1 |
| Large | | | | | | | | | | | | |
| 1987-88 | 16.9 | 10.3 | 3.1 | 0.9 | 10.5 | 3.3 | 0.5 | 2.0 | 17.7 | 11.1 | 3.4 | 0.7 |
| 1988-89 | 16.7 | 10.8 | 3.2 | 0.9 | 10.6 | 3.5 | 0.5 | 1.9 | 17.5 | 11.7 | 3.5 | 0.7 |
| 1989-90 | 16.6 | 11.2 | 3.3 | 0.9 | 10.3 | 3.6 | 0.5 | 1.9 | 17.4 | 12.2 | 3.7 | 0.8 |
| 1990-91 | 16.7 | 11.7 | 3.4 | 0.9 | 10.2 | 3.7 | 0.4 | 2.0 | 17.5 | 12.7 | 3.7 | 0.8 |
| 1991-92 | 16.6 | 12.1 | 3.5 | 0.9 | 10.0 | 3.9 | 0.5 | 2.1 | 17.4 | 13.1 | 3.9 | 0.8 |
| 1992-93 | 16.5 | 12.1 | 3.5 | 0.9 | 10.0 | 4.1 | 0.5 | 2.1 | 17.3 | 13.1 | 3.9 | 0.8 |
| 1993-94 | 17.0 | 12.9 | 3.7 | 1.0 | 10.2 | 4.3 | 0.5 | 2.1 | 17.9 | 13.9 | 4.1 | 0.8 |

Table A4.1e. Number of low, medium, or high minority rural, small, and other districts, by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|-------|----------|-------|-------|----------|------|----------|----------|------|
| | Low | Minority | High | Low | Minority | High | Low | Minority | High |
| | | Medium | | | Medium | | | Medium | |
| Total | | | | | | | | | |
| 1987-88 | 9,879 | 4,039 | 1,355 | 5,408 | 1,467 | 512 | 4,471 | 2,572 | 843 |
| 1988-89 | 9,760 | 4,074 | 1,365 | 5,371 | 1,477 | 505 | 4,389 | 2,597 | 860 |
| 1989-90 | 9,732 | 3,980 | 1,401 | 5,394 | 1,391 | 520 | 4,338 | 2,589 | 881 |
| 1990-91 | 9,610 | 3,996 | 1,429 | 5,326 | 1,410 | 524 | 4,284 | 2,586 | 905 |
| 1991-92 | 9,387 | 4,126 | 1,443 | 5,212 | 1,467 | 528 | 4,175 | 2,659 | 915 |
| 1992-93 | 9,290 | 4,093 | 1,437 | 5,131 | 1,434 | 526 | 4,159 | 2,659 | 911 |
| 1993-94 | 8,984 | 4,119 | 1,545 | 4,984 | 1,445 | 550 | 4,000 | 2,674 | 995 |
| Small | | | | | | | | | |
| 1987-88 | 4,134 | 1,128 | 346 | 3,485 | 874 | 267 | 649 | 254 | 79 |
| 1988-89 | 4,090 | 1,111 | 342 | 3,469 | 863 | 261 | 621 | 248 | 81 |
| 1989-90 | 4,078 | 1,038 | 353 | 3,472 | 803 | 271 | 606 | 235 | 82 |
| 1990-91 | 3,996 | 1,052 | 354 | 3,415 | 816 | 274 | 581 | 236 | 80 |
| 1991-92 | 3,891 | 1,093 | 349 | 3,330 | 851 | 276 | 561 | 242 | 73 |
| 1992-93 | 3,798 | 1,062 | 344 | 3,255 | 823 | 273 | 543 | 239 | 71 |
| 1993-94 | 3,618 | 1,070 | 364 | 3,117 | 835 | 286 | 501 | 235 | 78 |
| Large | | | | | | | | | |
| 1987-88 | 5,745 | 2,911 | 1,009 | 1,923 | 593 | 245 | 3,822 | 2,318 | 764 |
| 1988-89 | 5,670 | 2,963 | 1,023 | 1,902 | 614 | 244 | 3,768 | 2,349 | 779 |
| 1989-90 | 5,654 | 2,942 | 1,048 | 1,922 | 588 | 249 | 3,732 | 2,354 | 799 |
| 1990-91 | 5,614 | 2,944 | 1,075 | 1,911 | 594 | 250 | 3,703 | 2,350 | 825 |
| 1991-92 | 5,496 | 3,033 | 1,094 | 1,882 | 616 | 252 | 3,614 | 2,417 | 842 |
| 1992-93 | 5,492 | 3,031 | 1,093 | 1,876 | 611 | 253 | 3,616 | 2,420 | 840 |
| 1993-94 | 5,366 | 3,049 | 1,181 | 1,867 | 610 | 264 | 3,499 | 2,439 | 917 |

Table A4.1f. Minority enrollment in low, medium, or high minority rural, small, and other school districts, by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|-------|----------|------|-------|----------|------|----------|----------|------|
| | Low | Minority | | Low | Minority | | Low | Minority | |
| | | Medium | High | | Medium | High | | Medium | High |
| Total | | | | | | | | | |
| 1987-88 | 4.8 | 33.6 | 61.6 | 12.8 | 42.9 | 44.3 | 4.2 | 32.9 | 62.8 |
| 1988-89 | 4.8 | 33.6 | 61.6 | 12.9 | 43.8 | 43.2 | 4.2 | 32.9 | 62.9 |
| 1989-90 | 4.5 | 33.7 | 61.7 | 12.6 | 43.2 | 44.2 | 4.0 | 33.1 | 62.9 |
| 1990-91 | 4.2 | 33.3 | 62.5 | 11.2 | 43.8 | 45.0 | 3.7 | 32.6 | 63.6 |
| 1991-92 | 4.0 | 33.6 | 62.4 | 10.5 | 45.0 | 44.5 | 3.6 | 32.9 | 63.6 |
| 1992-93 | 4.0 | 33.9 | 62.1 | 10.4 | 45.0 | 44.7 | 3.6 | 33.1 | 63.3 |
| 1993-94 | 3.6 | 32.6 | 63.7 | 10.3 | 43.3 | 46.4 | 3.2 | 31.9 | 64.9 |
| Small | | | | | | | | | |
| 1987-88 | 16.8 | 43.6 | 39.6 | 17.4 | 43.3 | 39.2 | 13.4 | 45.2 | 41.4 |
| 1988-89 | 16.6 | 43.6 | 39.9 | 17.9 | 44.6 | 37.5 | 11.0 | 39.7 | 49.3 |
| 1989-90 | 16.0 | 41.1 | 42.9 | 17.7 | 42.4 | 39.9 | 9.9 | 36.6 | 53.5 |
| 1990-91 | 12.6 | 42.2 | 45.3 | 13.9 | 44.0 | 42.1 | 8.2 | 36.1 | 55.7 |
| 1991-92 | 12.1 | 43.7 | 44.2 | 13.4 | 45.3 | 41.2 | 7.7 | 38.4 | 53.9 |
| 1992-93 | 12.0 | 44.1 | 43.9 | 13.3 | 45.7 | 41.0 | 7.8 | 38.6 | 53.6 |
| 1993-94 | 12.2 | 43.3 | 44.6 | 13.6 | 45.0 | 41.4 | 7.5 | 37.9 | 54.6 |
| Large | | | | | | | | | |
| 1987-88 | 4.7 | 33.5 | 61.9 | 12.0 | 42.8 | 45.2 | 4.2 | 32.9 | 62.9 |
| 1988-89 | 4.6 | 33.5 | 61.9 | 12.0 | 43.7 | 44.3 | 4.2 | 32.9 | 63.0 |
| 1989-90 | 4.4 | 33.6 | 62.0 | 11.6 | 43.4 | 45.0 | 4.0 | 33.1 | 63.0 |
| 1990-91 | 4.1 | 33.2 | 62.7 | 10.7 | 43.8 | 45.5 | 3.7 | 32.6 | 63.7 |
| 1991-92 | 3.9 | 33.5 | 62.6 | 10.0 | 44.9 | 45.1 | 3.5 | 32.8 | 63.6 |
| 1992-93 | 3.9 | 33.8 | 62.4 | 9.9 | 44.8 | 45.3 | 3.5 | 33.1 | 63.3 |
| 1993-94 | 3.5 | 32.5 | 64.0 | 9.7 | 43.0 | 47.3 | 3.2 | 31.9 | 64.9 |

Table A4.1g. Percent minority enrollment by region in rural, small, and other school districts, by year

| | Total | | | Rural | | | Nonrural | | |
|----------------------|-------|-------|-------|-------|-------|-------|----------|-------|-------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| United States | | | | | | | | | |
| 1987-88 | 30.5 | 12.0 | 31.1 | 15.2 | 11.5 | 16.2 | 32.9 | 15.7 | 33.0 |
| 1988-89 | 30.9 | 12.6 | 31.5 | 15.5 | 11.8 | 16.5 | 33.3 | 18.0 | 33.4 |
| 1989-90 | 31.4 | 12.4 | 32.0 | 15.3 | 11.2 | 16.3 | 33.9 | 19.5 | 34.0 |
| 1990-91 | 32.0 | 12.2 | 32.7 | 15.2 | 11.0 | 16.3 | 34.6 | 19.7 | 34.7 |
| 1991-92 | 32.5 | 12.5 | 33.2 | 15.4 | 11.2 | 16.5 | 35.1 | 20.0 | 35.2 |
| 1992-93 | 32.5 | 12.6 | 33.1 | 15.6 | 11.4 | 16.6 | 35.0 | 19.9 | 35.1 |
| 1993-94 | 33.9 | 13.3 | 34.5 | 16.0 | 11.9 | 17.1 | 36.6 | 21.5 | 36.7 |
| Northeast | | | | | | | | | |
| 1987-88 | 26.8 | 4.1 | 27.2 | 2.5 | 2.2 | 2.5 | 29.0 | 8.6 | 29.1 |
| 1988-89 | 26.9 | 4.8 | 27.3 | 2.7 | 3.0 | 2.7 | 29.1 | 8.6 | 29.2 |
| 1989-90 | 27.4 | 5.1 | 27.8 | 3.0 | 3.4 | 2.9 | 29.6 | 8.9 | 29.7 |
| 1990-91 | 27.9 | 4.4 | 28.3 | 2.9 | 2.5 | 3.0 | 30.1 | 9.0 | 30.2 |
| 1991-92 | 28.4 | 4.5 | 28.9 | 3.0 | 2.5 | 3.0 | 30.7 | 9.0 | 30.8 |
| 1992-93 | 28.5 | 4.5 | 28.9 | 3.0 | 2.5 | 3.0 | 30.7 | 9.0 | 30.9 |
| 1993-94 | 29.5 | 4.5 | 30.0 | 3.0 | 2.1 | 3.2 | 31.8 | 9.8 | 32.0 |
| Southeast | | | | | | | | | |
| 1987-88 | 33.9 | 24.1 | 33.9 | 24.6 | 26.7 | 24.6 | 35.8 | 20.4 | 35.8 |
| 1988-89 | 34.0 | 22.4 | 34.0 | 24.8 | 27.0 | 24.8 | 35.8 | 15.2 | 35.8 |
| 1989-90 | 34.2 | 23.3 | 34.2 | 24.6 | 27.3 | 24.6 | 36.1 | 17.5 | 36.1 |
| 1990-91 | 34.5 | 22.5 | 34.5 | 24.6 | 27.8 | 24.6 | 36.4 | 14.8 | 36.4 |
| 1991-92 | 34.6 | 22.1 | 34.6 | 24.6 | 27.3 | 24.6 | 36.5 | 14.6 | 36.5 |
| 1992-93 | 34.4 | 21.6 | 34.4 | 24.6 | 27.1 | 24.6 | 36.3 | 14.3 | 36.3 |
| 1993-94 | 36.3 | 22.5 | 36.4 | 25.2 | 27.5 | 25.2 | 38.5 | 15.9 | 38.5 |
| South Central | | | | | | | | | |
| 1987-88 | 42.7 | 25.0 | 44.0 | 26.2 | 25.1 | 27.0 | 45.3 | 23.8 | 45.5 |
| 1988-89 | 43.6 | 25.3 | 45.0 | 27.0 | 25.6 | 28.1 | 46.2 | 22.3 | 46.4 |
| 1989-90 | 43.5 | 23.2 | 45.0 | 25.1 | 23.5 | 26.4 | 46.4 | 20.7 | 46.7 |
| 1990-91 | 44.7 | 23.9 | 46.2 | 26.0 | 24.3 | 27.4 | 47.6 | 20.8 | 47.8 |
| 1991-92 | 45.3 | 24.0 | 46.7 | 26.4 | 24.5 | 27.8 | 48.2 | 19.8 | 48.4 |
| 1992-93 | 45.1 | 24.1 | 46.6 | 26.3 | 24.5 | 27.8 | 48.0 | 21.5 | 48.2 |
| 1993-94 | 46.6 | 24.9 | 48.1 | 27.1 | 25.3 | 28.4 | 49.7 | 21.8 | 49.9 |
| Midwest | | | | | | | | | |
| 1987-88 | 18.3 | 4.6 | 19.3 | 4.6 | 4.4 | 4.6 | 21.6 | 6.6 | 21.7 |
| 1988-89 | 18.3 | 4.5 | 19.2 | 4.5 | 4.4 | 4.6 | 21.6 | 6.2 | 21.6 |
| 1989-90 | 18.5 | 4.3 | 19.5 | 4.3 | 4.1 | 4.4 | 21.9 | 6.2 | 22.0 |
| 1990-91 | 18.6 | 3.5 | 19.6 | 3.8 | 3.4 | 4.0 | 22.1 | 4.9 | 22.2 |
| 1991-92 | 18.9 | 3.5 | 20.0 | 3.9 | 3.4 | 4.1 | 22.5 | 5.0 | 22.6 |
| 1992-93 | 18.9 | 3.6 | 19.9 | 3.9 | 3.5 | 4.1 | 22.4 | 5.1 | 22.5 |
| 1993-94 | 19.6 | 3.8 | 20.7 | 4.1 | 3.7 | 4.2 | 23.3 | 5.6 | 23.4 |
| West | | | | | | | | | |
| 1987-88 | 37.5 | 21.0 | 38.0 | 23.7 | 19.5 | 25.1 | 38.7 | 27.4 | 38.8 |
| 1988-89 | 38.5 | 23.1 | 39.0 | 23.8 | 19.9 | 25.0 | 39.8 | 32.6 | 39.8 |
| 1989-90 | 39.7 | 24.4 | 40.1 | 24.4 | 20.3 | 25.7 | 41.0 | 35.8 | 41.1 |
| 1990-91 | 40.8 | 25.1 | 41.3 | 24.7 | 20.7 | 26.0 | 42.2 | 37.3 | 42.2 |
| 1991-92 | 41.7 | 25.9 | 42.2 | 25.4 | 21.4 | 26.7 | 43.1 | 38.1 | 43.2 |
| 1992-93 | 41.6 | 25.5 | 42.0 | 25.8 | 21.2 | 27.3 | 42.9 | 37.4 | 43.0 |
| 1993-94 | 43.3 | 26.7 | 43.8 | 26.3 | 22.0 | 27.7 | 44.9 | 40.6 | 44.9 |

Table A4.2a. Number of students (in thousands) with IEPs in rural, small, and other school districts, by level and year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|-------|------|---------|--------|-------|------|---------|--------|----------|------|---------|--------|
| | Total | Elem | Unified | Second | Total | Elem | Unified | Second | Total | Elem | Unified | Second |
| Total | | | | | | | | | | | | |
| 1987-88 | 3,689 | 179 | 3,439 | 70 | 516 | 25 | 486 | 5 | 3,173 | 154 | 2,953 | 65 |
| 1988-89 | 3,878 | 190 | 3,618 | 70 | 556 | 26 | 525 | 5 | 3,321 | 164 | 3,093 | 65 |
| 1989-90 | 4,070 | 194 | 3,806 | 70 | 584 | 28 | 551 | 5 | 3,485 | 166 | 3,255 | 65 |
| 1990-91 | 4,183 | 207 | 3,901 | 75 | 590 | 28 | 557 | 5 | 3,593 | 179 | 3,343 | 70 |
| 1991-92 | 4,274 | 210 | 3,988 | 76 | 607 | 29 | 573 | 5 | 3,667 | 181 | 3,415 | 71 |
| 1992-93 | 4,558 | 211 | 4,260 | 87 | 652 | 31 | 615 | 6 | 3,906 | 180 | 3,645 | 81 |
| 1993-94 | 4,736 | 223 | 4,424 | 89 | 670 | 31 | 633 | 6 | 4,066 | 193 | 3,791 | 82 |
| Small | | | | | | | | | | | | |
| 1987-88 | 126 | 15 | 107 | 4 | 109 | 11 | 96 | 2 | 17 | 5 | 11 | 1 |
| 1988-89 | 133 | 17 | 112 | 4 | 114 | 11 | 101 | 2 | 19 | 5 | 11 | 2 |
| 1989-90 | 139 | 18 | 117 | 4 | 118 | 12 | 103 | 2 | 22 | 6 | 14 | 2 |
| 1990-91 | 138 | 18 | 116 | 4 | 117 | 12 | 103 | 2 | 21 | 6 | 13 | 2 |
| 1991-92 | 146 | 18 | 123 | 5 | 123 | 12 | 108 | 3 | 23 | 6 | 15 | 2 |
| 1992-93 | 155 | 19 | 129 | 6 | 129 | 12 | 113 | 4 | 26 | 7 | 16 | 3 |
| 1993-94 | 157 | 19 | 132 | 6 | 130 | 12 | 115 | 3 | 27 | 7 | 17 | 3 |
| Large | | | | | | | | | | | | |
| 1987-88 | 3,563 | 164 | 3,332 | 67 | 407 | 14 | 390 | 3 | 3,156 | 150 | 2,942 | 64 |
| 1988-89 | 3,745 | 173 | 3,506 | 66 | 442 | 15 | 425 | 3 | 3,303 | 158 | 3,082 | 63 |
| 1989-90 | 3,931 | 176 | 3,689 | 66 | 467 | 16 | 448 | 3 | 3,464 | 160 | 3,241 | 63 |
| 1990-91 | 4,045 | 190 | 3,784 | 71 | 473 | 16 | 454 | 3 | 3,571 | 173 | 3,330 | 68 |
| 1991-92 | 4,128 | 192 | 3,864 | 72 | 484 | 17 | 464 | 3 | 3,644 | 175 | 3,400 | 69 |
| 1992-93 | 4,404 | 192 | 4,131 | 81 | 523 | 18 | 502 | 3 | 3,880 | 174 | 3,628 | 78 |
| 1993-94 | 4,579 | 204 | 4,293 | 82 | 540 | 19 | 519 | 3 | 4,040 | 186 | 3,774 | 79 |

Table A4.2b. Percentage of students with IEPs in rural, small, and other school districts, by level and year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|-------|------|---------|--------|-------|------|---------|--------|----------|------|---------|--------|
| | Total | Elem | Unified | Second | Total | Elem | Unified | Second | Total | Elem | Unified | Second |
| Total | | | | | | | | | | | | |
| 1987-88 | 6.3 | 3.7 | 6.5 | 3.4 | 6.2 | 4.5 | 6.3 | 4.8 | 6.3 | 3.6 | 6.5 | 3.3 |
| 1988-89 | 7.0 | 3.9 | 7.3 | 3.7 | 7.5 | 5.1 | 7.6 | 5.2 | 7.0 | 3.7 | 7.2 | 3.6 |
| 1989-90 | 8.5 | 8.2 | 8.6 | 7.2 | 8.3 | 9.6 | 8.3 | 8.6 | 8.6 | 8.0 | 8.7 | 7.1 |
| 1990-91 | 9.3 | 8.5 | 9.4 | 7.8 | 9.5 | 9.4 | 9.5 | 8.4 | 9.3 | 8.4 | 9.4 | 7.7 |
| 1991-92 | 9.2 | 8.4 | 9.3 | 7.4 | 9.5 | 9.2 | 9.6 | 8.2 | 9.1 | 8.2 | 9.3 | 7.3 |
| 1992-93 | 9.7 | 8.3 | 9.8 | 8.5 | 10.2 | 10.3 | 10.2 | 9.4 | 9.6 | 8.1 | 9.7 | 8.5 |
| 1993-94 | 10.4 | 8.7 | 10.5 | 8.6 | 10.9 | 10.4 | 10.9 | 8.9 | 10.3 | 8.5 | 10.5 | 8.5 |
| Small | | | | | | | | | | | | |
| 1987-88 | 7.5 | 6.1 | 7.7 | 6.2 | 7.5 | 6.0 | 7.7 | 4.6 | 7.5 | 6.4 | 7.8 | 9.5 |
| 1988-89 | 8.6 | 6.4 | 9.1 | 6.3 | 8.8 | 7.0 | 9.2 | 4.1 | 7.5 | 5.4 | 8.7 | 10.5 |
| 1989-90 | 9.6 | 9.4 | 9.5 | 10.5 | 9.4 | 10.9 | 9.2 | 8.8 | 10.6 | 7.3 | 13.0 | 14.0 |
| 1990-91 | 10.3 | 9.1 | 10.5 | 10.4 | 10.2 | 10.4 | 10.2 | 8.5 | 11.1 | 7.4 | 13.8 | 14.4 |
| 1991-92 | 10.7 | 8.9 | 11.1 | 9.7 | 10.6 | 10.0 | 10.7 | 8.0 | 11.6 | 7.5 | 14.8 | 13.3 |
| 1992-93 | 11.4 | 9.9 | 11.6 | 12.8 | 11.2 | 11.4 | 11.2 | 10.6 | 12.6 | 8.0 | 15.7 | 17.9 |
| 1993-94 | 11.7 | 10.0 | 11.9 | 12.7 | 11.4 | 11.5 | 11.5 | 9.5 | 13.2 | 8.0 | 16.5 | 21.1 |
| Large | | | | | | | | | | | | |
| 1987-88 | 6.2 | 3.5 | 6.5 | 3.3 | 5.9 | 3.7 | 6.0 | 5.0 | 6.3 | 3.5 | 6.5 | 3.2 |
| 1988-89 | 7.0 | 3.7 | 7.2 | 3.5 | 7.1 | 4.0 | 7.3 | 6.1 | 6.9 | 3.7 | 7.2 | 3.4 |
| 1989-90 | 8.5 | 8.1 | 8.6 | 7.1 | 8.1 | 8.8 | 8.0 | 8.5 | 8.6 | 8.0 | 8.6 | 7.0 |
| 1990-91 | 9.3 | 8.5 | 9.4 | 7.7 | 9.3 | 8.8 | 9.4 | 8.3 | 9.3 | 8.4 | 9.4 | 7.6 |
| 1991-92 | 9.1 | 8.3 | 9.2 | 7.3 | 9.3 | 8.8 | 9.3 | 8.3 | 9.1 | 8.3 | 9.2 | 7.3 |
| 1992-93 | 9.6 | 8.2 | 9.7 | 8.3 | 9.9 | 9.7 | 9.9 | 8.1 | 9.6 | 8.1 | 9.7 | 8.3 |
| 1993-94 | 10.3 | 8.6 | 10.5 | 8.4 | 10.7 | 9.9 | 10.8 | 8.3 | 10.3 | 8.5 | 10.5 | 8.4 |

Table A4.3. Percentage of LEP students in rural, small, and other school districts in 1990, by region

| | Total | | | | | Rural | | | | | Nonrural | | | | |
|-------|-------|-----|-----|-----|------|-------|-----|-----|-----|------|----------|-----|-----|-----|------|
| | NE | SE | SC | MW | West | NE | SE | SC | MW | West | NE | SE | SC | MW | West |
| Total | 3.5 | 1.8 | 6.1 | 1.7 | 7.5 | 1.1 | 0.9 | 3.0 | 0.9 | 3.8 | 3.7 | 2.0 | 6.5 | 1.9 | 7.8 |
| Small | 0.9 | 1.2 | 1.9 | 0.8 | 2.5 | 0.7 | 1.1 | 1.9 | 0.8 | 2.5 | 1.3 | 1.5 | 1.6 | 0.7 | 2.6 |
| Large | 3.5 | 1.8 | 6.4 | 1.8 | 7.7 | 1.1 | 0.9 | 3.8 | 1.0 | 4.2 | 3.7 | 2.0 | 6.6 | 1.9 | 7.9 |

Table A4.4. Percentage of children in poverty in rural, small, and other school districts, by region and year

| | Total | | | | | | | Rural | | | | | | | Nonrural | | | | | | | | | |
|---------|-------|------|------|------|------|-------|------|-------|------|------|------|-------|------|------|----------|------|------|-------|----|----|----|----|---|-------|
| | NE | SE | SC | MW | W | Total | NE | SE | SC | MW | W | Total | NE | SE | SC | MW | W | Total | NE | SE | SC | MW | W | Total |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | | |
| 1986-87 | 15.4 | 20.9 | 24.3 | 16.3 | 17.3 | 18.4 | 13.3 | 24.5 | 24.9 | 15.6 | 19.6 | 19.7 | 15.5 | 20.2 | 24.2 | 16.5 | 17.1 | 18.2 | | | | | | |
| 1987-88 | 15.4 | 20.9 | 24.3 | 16.2 | 17.3 | 18.3 | 13.2 | 24.5 | 24.9 | 15.7 | 19.6 | 19.6 | 15.6 | 20.1 | 24.2 | 16.4 | 17.1 | 18.1 | | | | | | |
| 1988-89 | 15.4 | 20.7 | 24.2 | 16.1 | 17.3 | 18.3 | 13.2 | 24.3 | 24.9 | 15.6 | 19.5 | 19.6 | 15.6 | 20.0 | 24.1 | 16.2 | 17.1 | 18.1 | | | | | | |
| 1989-90 | 15.4 | 20.6 | 23.9 | 16.1 | 17.3 | 18.2 | 13.2 | 24.2 | 24.8 | 15.6 | 19.5 | 19.5 | 15.6 | 19.9 | 23.8 | 16.2 | 17.1 | 18.0 | | | | | | |
| 1990-91 | 15.4 | 20.5 | 24.0 | 16.0 | 17.3 | 18.2 | 13.1 | 24.0 | 24.9 | 15.6 | 19.4 | 19.4 | 15.6 | 19.8 | 23.9 | 16.1 | 17.1 | 18.0 | | | | | | |
| 1991-92 | 15.4 | 20.3 | 23.9 | 15.9 | 17.3 | 18.1 | 13.1 | 23.9 | 25.0 | 15.6 | 19.4 | 19.4 | 15.6 | 19.6 | 23.7 | 15.9 | 17.1 | 17.9 | | | | | | |
| 1992-93 | 15.3 | 20.2 | 23.8 | 15.8 | 17.2 | 18.0 | 13.1 | 23.8 | 24.9 | 15.6 | 19.3 | 19.3 | 15.5 | 19.5 | 23.7 | 15.8 | 17.1 | 17.8 | | | | | | |
| 1993-94 | 15.3 | 20.0 | 23.7 | 15.7 | 17.2 | 17.9 | 13.0 | 23.5 | 24.9 | 15.5 | 19.3 | 19.2 | 15.5 | 19.4 | 23.6 | 15.8 | 17.0 | 17.7 | | | | | | |
| Small | | | | | | | | | | | | | | | | | | | | | | | | |
| 1986-87 | 14.2 | 27.2 | 24.7 | 17.2 | 20.3 | 19.2 | 15.3 | 24.3 | 25.1 | 17.3 | 20.9 | 19.6 | 11.8 | 31.7 | 21.5 | 16.1 | 17.0 | 16.9 | | | | | | |
| 1987-88 | 14.3 | 28.0 | 24.6 | 17.2 | 20.3 | 19.2 | 15.2 | 25.1 | 25.1 | 17.3 | 20.9 | 19.6 | 12.2 | 32.2 | 20.7 | 16.2 | 17.4 | 17.0 | | | | | | |
| 1988-89 | 14.1 | 27.8 | 24.6 | 17.2 | 21.2 | 19.4 | 15.2 | 24.8 | 25.1 | 17.3 | 20.9 | 19.5 | 11.8 | 32.3 | 20.6 | 16.2 | 17.4 | 18.3 | | | | | | |
| 1989-90 | 14.2 | 28.6 | 24.6 | 17.1 | 21.3 | 19.4 | 15.2 | 26.2 | 25.1 | 17.2 | 20.9 | 19.5 | 12.0 | 32.1 | 20.5 | 16.0 | 22.2 | 18.5 | | | | | | |
| 1990-91 | 14.3 | 28.5 | 24.5 | 17.1 | 21.3 | 19.3 | 15.2 | 26.1 | 25.1 | 17.2 | 20.9 | 19.5 | 12.0 | 32.0 | 20.2 | 15.6 | 22.4 | 18.5 | | | | | | |
| 1991-92 | 14.2 | 28.4 | 24.5 | 17.1 | 21.5 | 19.4 | 15.2 | 26.1 | 25.1 | 17.2 | 20.9 | 19.5 | 11.8 | 31.8 | 19.9 | 15.6 | 22.7 | 18.5 | | | | | | |
| 1992-93 | 14.2 | 28.3 | 24.5 | 17.1 | 21.5 | 19.4 | 15.2 | 25.8 | 25.0 | 17.2 | 21.0 | 19.5 | 11.8 | 31.5 | 20.3 | 15.3 | 23.1 | 18.5 | | | | | | |
| 1993-94 | 14.0 | 28.3 | 24.4 | 17.1 | 21.7 | 19.5 | 15.1 | 26.0 | 25.0 | 17.3 | 21.1 | 19.6 | 11.7 | 31.5 | 20.2 | 15.5 | 23.0 | 18.6 | | | | | | |
| Large | | | | | | | | | | | | | | | | | | | | | | | | |
| 1986-87 | 15.4 | 20.9 | 24.3 | 16.3 | 17.3 | 18.4 | 13.0 | 24.5 | 24.7 | 14.9 | 19.1 | 19.7 | 15.6 | 20.2 | 24.3 | 16.5 | 23.3 | 18.2 | | | | | | |
| 1987-88 | 15.4 | 20.8 | 24.2 | 16.2 | 17.2 | 18.3 | 12.8 | 24.5 | 24.7 | 14.9 | 19.1 | 19.6 | 15.6 | 20.1 | 24.2 | 16.4 | 17.1 | 18.1 | | | | | | |
| 1988-89 | 15.4 | 20.7 | 24.2 | 16.0 | 17.2 | 18.2 | 12.9 | 24.3 | 24.8 | 14.9 | 19.0 | 19.6 | 15.6 | 20.0 | 24.1 | 16.2 | 17.1 | 18.1 | | | | | | |
| 1989-90 | 15.4 | 20.6 | 23.9 | 16.0 | 17.2 | 18.2 | 12.8 | 24.2 | 24.5 | 14.9 | 19.0 | 19.5 | 15.6 | 19.9 | 23.8 | 16.2 | 17.1 | 18.0 | | | | | | |
| 1990-91 | 15.4 | 20.4 | 24.0 | 15.9 | 17.2 | 18.1 | 12.7 | 24.0 | 24.8 | 14.9 | 18.9 | 19.4 | 15.6 | 19.7 | 23.9 | 16.1 | 17.1 | 18.0 | | | | | | |
| 1991-92 | 15.4 | 20.3 | 23.9 | 15.8 | 17.1 | 18.0 | 12.7 | 23.9 | 24.8 | 14.9 | 18.9 | 19.3 | 15.6 | 19.6 | 23.8 | 15.9 | 17.0 | 17.9 | | | | | | |
| 1992-93 | 15.3 | 20.2 | 23.8 | 15.7 | 17.1 | 18.0 | 12.7 | 23.7 | 24.8 | 14.8 | 18.7 | 19.3 | 15.5 | 19.5 | 23.7 | 15.8 | 17.0 | 17.8 | | | | | | |
| 1993-94 | 15.3 | 20.0 | 23.7 | 15.6 | 17.1 | 17.9 | 12.6 | 23.5 | 24.8 | 14.8 | 18.7 | 19.2 | 15.5 | 19.4 | 23.6 | 15.8 | 16.9 | 17.7 | | | | | | |

Table A4.5a. Student enrollment in high, medium, and low poverty rural, small, and other school districts, by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|------------|------------|------------|-----------|-----------|---------|------------|------------|------------|
| | High | Poverty | | High | Poverty | | High | Poverty | |
| | | Medium | Low | | Medium | Low | | Medium | Low |
| Total | | | | | | | | | |
| 1986-87 | 12,593,236 | 17,309,769 | 9,685,279 | 1,619,806 | 2,914,113 | 866,353 | 10,973,430 | 14,395,656 | 8,818,926 |
| 1987-88 | 12,558,629 | 17,456,088 | 9,734,711 | 1,606,756 | 2,911,173 | 879,107 | 10,951,873 | 14,544,915 | 8,855,604 |
| 1988-89 | 12,540,223 | 17,527,931 | 9,872,952 | 1,601,188 | 2,915,329 | 892,672 | 10,939,035 | 14,612,602 | 8,980,280 |
| 1989-90 | 12,541,276 | 17,748,180 | 10,021,498 | 1,587,883 | 2,931,732 | 903,370 | 10,953,393 | 14,816,448 | 9,118,128 |
| 1990-91 | 12,688,569 | 18,053,212 | 10,228,225 | 1,586,578 | 2,952,024 | 914,359 | 11,101,991 | 15,101,188 | 9,313,866 |
| 1991-92 | 12,816,565 | 18,484,830 | 10,511,148 | 1,598,386 | 3,001,486 | 934,645 | 11,218,179 | 15,483,344 | 9,576,503 |
| 1992-93 | 12,933,062 | 18,829,196 | 10,809,806 | 1,611,480 | 3,053,887 | 963,183 | 11,321,582 | 15,775,309 | 9,846,623 |
| 1993-94 | 13,015,028 | 19,166,280 | 11,015,770 | 1,623,582 | 3,104,956 | 981,998 | 11,391,446 | 16,061,324 | 10,033,772 |
| Small | | | | | | | | | |
| 1986-87 | 372,288 | 725,822 | 195,519 | 331,737 | 640,148 | 150,762 | 40,551 | 85,674 | 44,757 |
| 1987-88 | 369,920 | 711,550 | 193,500 | 330,464 | 631,568 | 150,616 | 39,456 | 79,982 | 42,884 |
| 1988-89 | 384,070 | 710,847 | 197,191 | 328,245 | 629,457 | 151,518 | 55,825 | 81,390 | 45,673 |
| 1989-90 | 385,312 | 710,556 | 197,418 | 326,965 | 629,909 | 151,944 | 58,347 | 80,647 | 45,474 |
| 1990-91 | 383,877 | 709,659 | 199,709 | 324,641 | 630,810 | 151,701 | 59,236 | 78,849 | 48,008 |
| 1991-92 | 389,610 | 717,922 | 201,361 | 328,790 | 637,584 | 152,779 | 60,820 | 80,338 | 48,582 |
| 1992-93 | 396,926 | 722,650 | 205,670 | 334,329 | 641,933 | 154,501 | 62,597 | 80,717 | 51,169 |
| 1993-94 | 400,300 | 723,278 | 203,794 | 336,710 | 640,586 | 154,050 | 63,590 | 82,692 | 49,744 |
| Large | | | | | | | | | |
| 1986-87 | 12,220,948 | 16,583,947 | 9,489,760 | 1,288,069 | 2,273,965 | 715,591 | 10,932,879 | 14,309,982 | 8,774,169 |
| 1987-88 | 12,188,709 | 16,744,538 | 9,541,211 | 1,276,292 | 2,279,605 | 728,491 | 10,912,417 | 14,464,933 | 8,812,720 |
| 1988-89 | 12,156,153 | 16,817,084 | 9,675,761 | 1,272,943 | 2,285,872 | 741,154 | 10,883,210 | 14,531,212 | 8,934,607 |
| 1989-90 | 12,155,964 | 17,037,624 | 9,824,080 | 1,260,918 | 2,301,823 | 751,426 | 10,895,046 | 14,735,801 | 9,072,654 |
| 1990-91 | 12,304,692 | 17,343,553 | 10,028,516 | 1,261,937 | 2,321,214 | 762,658 | 11,042,755 | 15,022,339 | 9,265,858 |
| 1991-92 | 12,426,955 | 17,766,908 | 10,309,787 | 1,269,596 | 2,363,902 | 781,866 | 11,157,359 | 15,403,006 | 9,527,921 |
| 1992-93 | 12,536,136 | 18,106,546 | 10,604,136 | 1,277,151 | 2,411,954 | 808,682 | 11,258,985 | 15,694,592 | 9,795,454 |
| 1993-94 | 12,614,728 | 18,443,002 | 10,811,976 | 1,286,872 | 2,464,370 | 827,948 | 11,327,856 | 15,978,632 | 9,984,028 |

Table A4.5b. Percentage distributions of student enrollment in high, medium, and low poverty rural, small, and other school districts, by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|-------|-------------------|------|-------|-------------------|------|----------|-------------------|------|
| | High | Poverty Medium | Low | High | Poverty Medium | Low | High | Poverty Medium | Low |
| Total | | | | | | | | | |
| 1986-87 | 31.8 | 43.7 | 24.5 | 30.0 | 54.0 | 16.0 | 32.1 | 42.1 | 25.8 |
| 1987-88 | 31.6 | 43.9 | 24.5 | 29.8 | 53.9 | 16.3 | 31.9 | 42.3 | 25.8 |
| 1988-89 | 31.4 | 43.9 | 24.7 | 29.6 | 53.9 | 16.5 | 31.7 | 42.3 | 26.0 |
| 1989-90 | 31.1 | 44.0 | 24.9 | 29.3 | 54.1 | 16.7 | 31.4 | 42.5 | 26.1 |
| 1990-91 | 31.0 | 44.1 | 25.0 | 29.1 | 54.1 | 16.8 | 31.3 | 42.5 | 26.2 |
| 1991-92 | 30.7 | 44.2 | 25.1 | 28.9 | 54.2 | 16.9 | 30.9 | 42.7 | 26.4 |
| 1992-93 | 30.4 | 44.2 | 25.4 | 28.6 | 54.3 | 17.1 | 30.6 | 42.7 | 26.7 |
| 1993-94 | 30.1 | 44.4 | 25.5 | 28.4 | 54.4 | 17.2 | 30.4 | 42.8 | 26.8 |
| Small | | | | | | | | | |
| 1986-87 | 28.8 | 56.1 | 15.1 | 29.5 | 57.0 | 13.4 | 23.7 | 50.1 | 26.2 |
| 1987-88 | 29.0 | 55.8 | 15.2 | 29.7 | 56.8 | 13.5 | 24.3 | 49.3 | 26.4 |
| 1988-89 | 29.7 | 55.0 | 15.3 | 29.6 | 56.7 | 13.7 | 30.5 | 44.5 | 25.0 |
| 1989-90 | 29.8 | 54.9 | 15.3 | 29.5 | 56.8 | 13.7 | 31.6 | 43.7 | 24.7 |
| 1990-91 | 29.7 | 54.9 | 15.4 | 29.3 | 57.0 | 13.7 | 31.8 | 42.4 | 25.8 |
| 1991-92 | 29.8 | 54.8 | 15.4 | 29.4 | 57.0 | 13.7 | 32.1 | 42.3 | 25.6 |
| 1992-93 | 30.0 | 54.5 | 15.5 | 29.6 | 56.8 | 13.7 | 32.2 | 41.5 | 26.3 |
| 1993-94 | 30.2 | 54.5 | 15.4 | 29.8 | 56.6 | 13.6 | 32.4 | 42.2 | 25.4 |
| Large | | | | | | | | | |
| 1986-87 | 31.9 | 43.3 | 24.8 | 30.1 | 53.2 | 16.7 | 32.1 | 42.1 | 25.8 |
| 1987-88 | 31.7 | 43.5 | 24.8 | 29.8 | 53.2 | 17.0 | 31.9 | 42.3 | 25.8 |
| 1988-89 | 31.5 | 43.5 | 25.0 | 29.6 | 53.2 | 17.2 | 31.7 | 42.3 | 26.0 |
| 1989-90 | 31.2 | 43.7 | 25.2 | 29.2 | 53.4 | 17.4 | 31.4 | 42.5 | 26.1 |
| 1990-91 | 31.0 | 43.7 | 25.3 | 29.0 | 53.4 | 17.5 | 31.3 | 42.5 | 26.2 |
| 1991-92 | 30.7 | 43.9 | 25.5 | 28.8 | 53.5 | 17.7 | 30.9 | 42.7 | 26.4 |
| 1992-93 | 30.4 | 43.9 | 25.7 | 28.4 | 53.6 | 18.0 | 30.6 | 42.7 | 26.7 |
| 1993-94 | 30.1 | 44.0 | 25.8 | 28.1 | 53.8 | 18.1 | 30.4 | 42.8 | 26.8 |

Table A5.1. Student/teacher ratios in rural, small, and other school districts, by level and year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|-------|------|---------|--------|-------|------|---------|--------|----------|------|---------|--------|
| | Total | Elem | Unified | Second | Total | Elem | Unified | Second | Total | Elem | Unified | Second |
| Total | | | | | | | | | | | | |
| 1987-88 | 17.7 | 19.1 | 17.6 | 18.4 | 16.2 | 16.1 | 16.2 | 13.5 | 17.9 | 19.6 | 17.8 | 18.9 |
| 1988-89 | 17.6 | 19.1 | 17.5 | 18.2 | 16.1 | 15.8 | 16.2 | 13.2 | 17.8 | 19.6 | 17.7 | 18.6 |
| 1989-90 | 17.4 | 19.1 | 17.3 | 18.0 | 15.9 | 15.6 | 15.9 | 12.8 | 17.6 | 19.7 | 17.5 | 18.5 |
| 1990-91 | 17.3 | 19.0 | 17.2 | 18.6 | 15.8 | 15.6 | 15.8 | 13.3 | 17.6 | 19.6 | 17.4 | 19.1 |
| 1991-92 | 17.6 | 19.4 | 17.4 | 19.0 | 16.0 | 16.2 | 16.0 | 14.1 | 17.8 | 20.0 | 17.7 | 19.5 |
| 1992-93 | 17.7 | 19.1 | 17.6 | 17.8 | 16.2 | 15.7 | 16.3 | 12.4 | 18.0 | 19.7 | 17.9 | 18.3 |
| 1993-94 | 17.5 | 19.1 | 17.4 | 17.7 | 16.0 | 15.6 | 16.0 | 12.9 | 17.8 | 19.6 | 17.7 | 18.3 |
| Small | | | | | | | | | | | | |
| 1987-88 | 13.2 | 13.3 | 13.3 | 10.5 | 13.2 | 12.9 | 13.3 | 11.0 | 12.7 | 14.1 | 12.6 | 9.5 |
| 1988-89 | 13.3 | 14.2 | 13.3 | 11.1 | 13.2 | 13.1 | 13.3 | 11.2 | 13.6 | 15.9 | 12.7 | 10.9 |
| 1989-90 | 13.1 | 14.2 | 13.0 | 10.4 | 13.0 | 13.0 | 13.0 | 10.6 | 13.6 | 16.1 | 12.5 | 9.9 |
| 1990-91 | 13.0 | 14.1 | 12.9 | 10.8 | 12.9 | 12.9 | 13.0 | 11.2 | 13.6 | 16.0 | 12.6 | 10.2 |
| 1991-92 | 13.3 | 14.5 | 13.1 | 11.5 | 13.2 | 13.2 | 13.2 | 12.2 | 13.9 | 16.5 | 12.9 | 10.3 |
| 1992-93 | 13.6 | 14.3 | 13.6 | 11.2 | 13.6 | 13.1 | 13.7 | 11.5 | 14.0 | 16.4 | 13.0 | 10.4 |
| 1993-94 | 13.4 | 14.3 | 13.4 | 11.6 | 13.3 | 12.9 | 13.4 | 12.3 | 14.0 | 16.6 | 12.9 | 10.2 |
| Large | | | | | | | | | | | | |
| 1987-88 | 17.9 | 19.8 | 17.8 | 19.0 | 17.2 | 18.9 | 17.1 | 16.4 | 18.0 | 19.9 | 17.9 | 19.1 |
| 1988-89 | 17.8 | 19.6 | 17.6 | 18.7 | 17.1 | 18.0 | 17.1 | 15.3 | 17.9 | 19.8 | 17.7 | 18.9 |
| 1989-90 | 17.6 | 19.7 | 17.4 | 18.6 | 16.8 | 17.7 | 16.8 | 15.2 | 17.7 | 19.9 | 17.5 | 18.7 |
| 1990-91 | 17.5 | 19.6 | 17.4 | 19.2 | 16.8 | 17.9 | 16.7 | 15.9 | 17.6 | 19.7 | 17.4 | 19.3 |
| 1991-92 | 17.8 | 20.0 | 17.6 | 19.6 | 17.0 | 18.5 | 16.9 | 16.3 | 17.9 | 20.1 | 17.7 | 19.7 |
| 1992-93 | 17.9 | 19.7 | 17.8 | 18.3 | 17.0 | 17.8 | 17.0 | 13.4 | 18.0 | 19.9 | 17.9 | 18.5 |
| 1993-94 | 17.7 | 19.6 | 17.6 | 18.2 | 16.8 | 17.7 | 16.8 | 13.5 | 17.8 | 19.8 | 17.7 | 18.5 |

Table A5.2. Per-pupil revenues in rural, small, and other school districts, by level and year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|
| | Total | Elem | Unified | Second | Total | Elem | Unified | Second | Total | Elem | Unified | Second |
| Total | | | | | | | | | | | | |
| 1989-90 | \$5,793 | \$5,801 | \$5,746 | \$7,664 | \$5,268 | \$6,480 | \$5,157 | \$8,718 | \$5,874 | \$5,707 | \$5,839 | \$7,588 |
| 1990-91 | \$5,739 | \$5,578 | \$5,703 | \$7,619 | \$5,306 | \$6,344 | \$5,207 | \$8,691 | \$5,805 | \$5,476 | \$5,781 | \$7,546 |
| 1991-92 | \$5,589 | \$5,570 | \$5,546 | \$7,388 | \$5,173 | \$6,253 | \$5,070 | \$8,758 | \$5,653 | \$5,478 | \$5,621 | \$7,296 |
| 1992-93 | \$5,793 | \$5,657 | \$5,762 | \$7,372 | \$5,422 | \$6,367 | \$5,332 | \$8,408 | \$5,849 | \$5,563 | \$5,829 | \$7,299 |
| Small | | | | | | | | | | | | |
| 1989-90 | \$6,003 | \$6,696 | \$5,790 | \$8,412 | \$5,932 | \$6,836 | \$5,758 | \$8,541 | \$6,434 | \$6,514 | \$6,138 | \$8,114 |
| 1990-91 | \$6,028 | \$6,633 | \$5,832 | \$8,413 | \$5,975 | \$6,920 | \$5,795 | \$8,652 | \$6,354 | \$6,265 | \$6,248 | \$7,840 |
| 1991-92 | \$5,940 | \$6,521 | \$5,750 | \$8,328 | \$5,885 | \$6,762 | \$5,718 | \$8,445 | \$6,279 | \$6,211 | \$6,101 | \$8,067 |
| 1992-92 | \$6,266 | \$6,715 | \$6,136 | \$7,527 | \$6,220 | \$6,917 | \$6,104 | \$7,473 | \$6,548 | \$6,448 | \$6,492 | \$7,672 |
| Large | | | | | | | | | | | | |
| 1989-90 | \$5,786 | \$5,723 | \$5,745 | \$7,631 | \$5,098 | \$6,266 | \$5,016 | \$8,857 | \$5,871 | \$5,674 | \$5,838 | \$7,581 |
| 1990-91 | \$5,730 | \$5,490 | \$5,700 | \$7,585 | \$5,136 | \$6,011 | \$5,069 | \$8,726 | \$5,802 | \$5,445 | \$5,780 | \$7,543 |
| 1991-92 | \$5,578 | \$5,491 | \$5,540 | \$7,347 | \$4,992 | \$5,962 | \$4,918 | \$9,019 | \$5,650 | \$5,450 | \$5,619 | \$7,285 |
| 1992-93 | \$5,778 | \$5,572 | \$5,752 | \$7,365 | \$5,223 | \$6,054 | \$5,155 | \$9,322 | \$5,846 | \$5,530 | \$5,828 | \$7,295 |

Table A5.3a. Per-pupil revenues in rural, small, and other school districts, by region

| | Total | | | Rural | | | Nonrural | | |
|----------------------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| United States | | | | | | | | | |
| 1989-90 | \$5,793 | \$6,003 | \$5,786 | \$5,268 | \$5,932 | \$5,098 | \$5,874 | \$6,434 | \$5,871 |
| 1990-91 | \$5,739 | \$6,028 | \$5,730 | \$5,306 | \$5,975 | \$5,136 | \$5,805 | \$6,354 | \$5,802 |
| 1991-92 | \$5,589 | \$5,940 | \$5,578 | \$5,173 | \$5,885 | \$4,992 | \$5,653 | \$6,279 | \$5,650 |
| 1992-93 | \$5,793 | \$6,266 | \$5,778 | \$5,422 | \$6,220 | \$5,223 | \$5,849 | \$6,548 | \$5,846 |
| Northeast | | | | | | | | | |
| 1989-90 | \$8,110 | \$8,752 | \$8,098 | \$7,102 | \$8,433 | \$6,859 | \$8,199 | \$9,491 | \$8,192 |
| 1990-91 | \$7,982 | \$9,058 | \$7,962 | \$7,261 | \$8,770 | \$6,989 | \$8,046 | \$9,730 | \$8,036 |
| 1991-92 | \$7,859 | \$8,850 | \$7,840 | \$7,186 | \$8,512 | \$6,943 | \$7,918 | \$9,630 | \$7,908 |
| 1992-93 | \$7,986 | \$8,899 | \$7,969 | \$7,302 | \$8,589 | \$7,068 | \$8,046 | \$9,619 | \$8,037 |
| Southeast | | | | | | | | | |
| 1989-90 | \$5,185 | \$4,434 | \$5,186 | \$4,498 | \$4,537 | \$4,497 | \$5,320 | \$4,292 | \$5,321 |
| 1990-91 | \$5,169 | \$4,453 | \$5,170 | \$4,585 | \$4,441 | \$4,586 | \$5,282 | \$4,470 | \$5,282 |
| 1991-92 | \$5,008 | \$4,337 | \$5,009 | \$4,394 | \$4,321 | \$4,394 | \$5,126 | \$4,359 | \$5,126 |
| 1992-93 | \$5,026 | \$5,193 | \$5,026 | \$4,575 | \$5,198 | \$4,572 | \$5,112 | \$5,185 | \$5,112 |
| South Central | | | | | | | | | |
| 1989-90 | \$4,595 | \$5,070 | \$4,561 | \$4,815 | \$5,077 | \$4,609 | \$4,561 | \$5,015 | \$4,557 |
| 1990-91 | \$4,667 | \$5,276 | \$4,625 | \$5,008 | \$5,304 | \$4,780 | \$4,615 | \$5,059 | \$4,611 |
| 1991-92 | \$4,630 | \$5,332 | \$4,582 | \$5,028 | \$5,365 | \$4,772 | \$4,570 | \$5,071 | \$4,566 |
| 1992-93 | \$5,442 | \$6,529 | \$5,368 | \$6,018 | \$6,590 | \$5,590 | \$5,355 | \$6,049 | \$5,349 |
| Midwest | | | | | | | | | |
| 1989-90 | \$5,621 | \$5,502 | \$5,629 | \$5,128 | \$5,505 | \$4,960 | \$5,737 | \$5,464 | \$5,739 |
| 1990-91 | \$5,602 | \$5,437 | \$5,613 | \$5,102 | \$5,439 | \$4,953 | \$5,719 | \$5,415 | \$5,721 |
| 1991-92 | \$5,427 | \$5,338 | \$5,433 | \$4,942 | \$5,343 | \$4,766 | \$5,541 | \$5,281 | \$5,543 |
| 1992-93 | \$5,736 | \$5,431 | \$5,756 | \$5,147 | \$5,427 | \$5,026 | \$5,874 | \$5,474 | \$5,876 |
| West | | | | | | | | | |
| 1989-90 | \$5,422 | \$7,093 | \$5,378 | \$6,374 | \$7,415 | \$6,033 | \$5,342 | \$6,171 | \$5,336 |
| 1990-91 | \$5,292 | \$6,979 | \$5,248 | \$6,199 | \$7,382 | \$5,816 | \$5,216 | \$5,809 | \$5,212 |
| 1991-92 | \$5,111 | \$6,751 | \$5,069 | \$6,064 | \$7,129 | \$5,724 | \$5,031 | \$5,643 | \$5,027 |
| 1992-93 | \$5,186 | \$6,731 | \$5,146 | \$6,066 | \$7,058 | \$5,756 | \$5,110 | \$5,706 | \$5,106 |

Table A5.3b. Per-pupil revenues in rural, small, and other school districts, by state in 1992-93

| | Total | | | Small | | | Large | | |
|----------------------|---------|---------|----------|---------|---------|----------|---------|---------|----------|
| | Total | Rural | Nonrural | Total | Rural | Nonrural | Total | Rural | Nonrural |
| 50 States and D.C. | \$5,793 | \$6,266 | \$5,778 | \$5,422 | \$6,220 | \$5,223 | \$5,849 | \$6,548 | \$5,846 |
| Alabama | \$3,885 | n/a | \$3,885 | \$3,721 | n/a | \$3,721 | \$3,937 | n/a | \$3,937 |
| Alaska | \$9,717 | \$14919 | \$9,165 | \$12099 | \$14919 | \$11171 | \$8,208 | n/a | \$8,208 |
| Arizona | \$5,035 | \$6,370 | \$5,009 | \$6,172 | \$6,552 | \$6,061 | \$4,960 | \$5,860 | \$4,955 |
| Arkansas | \$4,345 | \$5,336 | \$4,200 | \$4,651 | \$5,381 | \$4,054 | \$4,235 | \$4,734 | \$4,229 |
| California | \$5,155 | \$5,823 | \$5,147 | \$5,622 | \$6,715 | \$5,452 | \$5,137 | \$5,229 | \$5,137 |
| Colorado | \$5,596 | \$6,783 | \$5,547 | \$6,375 | \$6,771 | \$6,201 | \$5,482 | \$7,183 | \$5,480 |
| Connecticut | \$8,595 | \$12050 | \$8,574 | \$10346 | \$12218 | \$9,996 | \$8,549 | \$11698 | \$8,543 |
| Delaware | \$6,554 | n/a | \$6,554 | \$7,542 | n/a | \$7,542 | \$6,355 | n/a | \$6,355 |
| District of Columbia | \$8,782 | n/a | \$8,782 | n/a | n/a | n/a | \$8,782 | n/a | \$8,782 |
| Florida | \$5,713 | n/a | \$5,713 | \$5,542 | n/a | \$5,542 | \$5,717 | n/a | \$5,717 |
| Georgia | \$5,098 | \$5,926 | \$5,097 | \$4,717 | \$5,926 | \$4,708 | \$5,157 | n/a | \$5,157 |
| Hawaii | \$5,973 | n/a | \$5,973 | n/a | n/a | n/a | \$5,973 | n/a | \$5,973 |
| Idaho | \$3,826 | \$4,887 | \$3,760 | \$4,114 | \$4,847 | \$3,924 | \$3,717 | \$5,831 | \$3,710 |
| Illinois | \$5,503 | \$4,563 | \$5,547 | \$4,344 | \$4,478 | \$4,264 | \$5,628 | \$4,937 | \$5,634 |
| Indiana | \$6,027 | \$5,869 | \$6,028 | \$5,515 | \$6,019 | \$5,509 | \$6,129 | \$5,697 | \$6,129 |
| Iowa | \$5,437 | \$5,834 | \$5,347 | \$5,701 | \$5,852 | \$5,470 | \$5,329 | \$5,481 | \$5,327 |
| Kansas | \$5,287 | \$5,931 | \$5,183 | \$5,445 | \$5,945 | \$5,186 | \$5,186 | \$5,642 | \$5,182 |
| Kentucky | \$4,774 | \$5,369 | \$4,769 | \$4,656 | \$5,490 | \$4,645 | \$4,818 | \$5,290 | \$4,815 |
| Louisiana | \$4,302 | n/a | \$4,302 | \$4,340 | n/a | \$4,340 | \$4,299 | n/a | \$4,299 |
| Maine | \$6,375 | \$7,362 | \$6,282 | \$6,677 | \$7,484 | \$6,337 | \$6,277 | \$6,712 | \$6,269 |
| Maryland | \$6,520 | n/a | \$6,520 | \$6,059 | n/a | \$6,059 | \$6,577 | n/a | \$6,577 |
| Massachusetts | \$6,859 | \$7,932 | \$6,848 | \$6,857 | \$6,312 | \$6,903 | \$6,859 | \$8,425 | \$6,847 |
| Michigan | \$6,340 | \$5,723 | \$6,352 | \$5,264 | \$5,731 | \$5,200 | \$6,506 | \$5,679 | \$6,508 |
| Minnesota | \$5,941 | \$5,916 | \$5,943 | \$5,646 | \$5,919 | \$5,491 | \$6,023 | \$5,775 | \$6,024 |
| Mississippi | \$3,617 | \$5,206 | \$3,614 | \$3,643 | \$5,206 | \$3,633 | \$3,604 | n/a | \$3,604 |
| Missouri | \$4,370 | \$3,835 | \$4,426 | \$3,510 | \$3,809 | \$3,311 | \$4,623 | \$4,491 | \$4,624 |
| Montana | \$5,047 | \$5,962 | \$4,770 | \$5,542 | \$5,985 | \$4,898 | \$4,779 | \$5,761 | \$4,741 |
| Nebraska | \$5,583 | \$6,130 | \$5,375 | \$5,845 | \$6,154 | \$4,950 | \$5,450 | \$5,888 | \$5,432 |
| Nevada | \$3,563 | \$10556 | \$3,534 | \$5,064 | \$10556 | \$4,820 | \$3,402 | n/a | \$3,402 |
| New Hampshire | \$6,167 | \$7,354 | \$6,086 | \$6,723 | \$7,811 | \$6,401 | \$6,036 | \$6,385 | \$6,027 |
| New Jersey | \$9,831 | \$12139 | \$9,805 | \$9,929 | \$11981 | \$9,753 | \$9,827 | \$12201 | \$9,807 |
| New Mexico | \$4,462 | \$6,811 | \$4,369 | \$5,269 | \$6,811 | \$4,850 | \$4,286 | n/a | \$4,286 |
| New York | \$8,494 | \$9,470 | \$8,475 | \$8,111 | \$9,198 | \$7,818 | \$8,521 | \$10201 | \$8,512 |
| North Carolina | \$5,009 | n/a | \$5,009 | \$4,902 | n/a | \$4,902 | \$5,038 | n/a | \$5,038 |
| North Dakota | \$4,602 | \$5,300 | \$4,221 | \$5,172 | \$5,300 | \$4,600 | \$4,168 | n/a | \$4,168 |
| Ohio | \$5,894 | \$4,756 | \$5,901 | \$4,793 | \$4,649 | \$4,797 | \$6,125 | \$5,290 | \$6,126 |
| Oklahoma | \$4,534 | \$5,857 | \$4,274 | \$5,281 | \$5,969 | \$4,194 | \$4,317 | \$5,274 | \$4,283 |
| Oregon | \$5,815 | \$6,583 | \$5,771 | \$6,379 | \$6,648 | \$6,002 | \$5,779 | \$6,470 | \$5,765 |
| Pennsylvania | \$6,873 | \$6,840 | \$6,873 | \$6,118 | \$6,184 | \$6,117 | \$6,986 | \$7,916 | \$6,985 |
| Rhode Island | \$6,592 | \$13912 | \$6,586 | \$7,638 | \$13912 | \$7,519 | \$6,539 | n/a | \$6,539 |
| South Carolina | \$4,765 | \$5,045 | \$4,765 | \$4,805 | \$5,045 | \$4,801 | \$4,759 | n/a | \$4,759 |
| South Dakota | \$4,459 | \$5,008 | \$4,246 | \$4,855 | \$4,991 | \$4,568 | \$4,187 | \$6,991 | \$4,175 |
| Tennessee | \$3,856 | \$3,284 | \$3,857 | \$3,423 | \$3,457 | \$3,423 | \$3,932 | \$3,020 | \$3,932 |
| Texas | \$5,726 | \$7,484 | \$5,656 | \$6,741 | \$7,499 | \$6,328 | \$5,615 | \$7,348 | \$5,607 |
| Utah | \$3,539 | \$6,720 | \$3,525 | \$4,921 | \$6,720 | \$4,798 | \$3,441 | n/a | \$3,441 |
| Vermont | \$7,998 | \$8,197 | \$7,929 | \$8,241 | \$8,185 | \$8,364 | \$7,873 | \$8,310 | \$7,857 |
| Virginia | \$5,203 | \$4,970 | \$5,204 | \$4,526 | \$4,528 | \$4,526 | \$5,414 | \$5,326 | \$5,414 |
| Washington | \$5,850 | \$6,922 | \$5,810 | \$6,010 | \$6,935 | \$5,752 | \$5,821 | \$6,714 | \$5,819 |
| West Virginia | \$5,753 | n/a | \$5,753 | \$5,650 | n/a | \$5,650 | \$5,819 | n/a | \$5,819 |
| Wisconsin | \$6,436 | \$6,861 | \$6,412 | \$6,370 | \$6,845 | \$6,225 | \$6,454 | \$7,047 | \$6,451 |
| Wyoming | \$6,131 | \$9,042 | \$5,977 | \$7,283 | \$8,229 | \$7,021 | \$5,855 | \$13198 | \$5,780 |

Table A5.4. Percentage of local, state, and federal revenues in rural, small, and other school districts by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|-------|-------|---------|-------|-------|---------|----------|-------|---------|
| | Local | State | Federal | Local | State | Federal | Local | State | Federal |
| Total | | | | | | | | | |
| 1989-90 | 47.2 | 47.1 | 5.7 | 40.6 | 52.6 | 6.8 | 48.1 | 46.3 | 5.5 |
| 1990-91 | 47.3 | 46.9 | 5.8 | 40.1 | 53.1 | 6.9 | 48.3 | 46.0 | 5.7 |
| 1991-92 | 48.0 | 45.6 | 6.4 | 40.8 | 51.8 | 7.4 | 49.0 | 44.8 | 6.2 |
| 1992-93 | 47.4 | 46.4 | 6.2 | 39.5 | 53.3 | 7.3 | 48.5 | 45.4 | 6.1 |
| Small | | | | | | | | | |
| 1989-90 | 47.7 | 45.9 | 6.1 | 47.4 | 46.2 | 6.4 | 49.6 | 44.2 | 4.8 |
| 1990-91 | 46.5 | 47.3 | 6.2 | 45.8 | 47.8 | 6.4 | 50.7 | 44.4 | 5.0 |
| 1991-92 | 47.3 | 46.1 | 6.6 | 46.5 | 46.6 | 6.9 | 51.6 | 43.3 | 5.1 |
| 1992-93 | 45.0 | 48.4 | 6.6 | 44.2 | 49.0 | 6.8 | 50.2 | 44.7 | 5.2 |
| Large | | | | | | | | | |
| 1989-90 | 47.2 | 47.1 | 5.7 | 38.6 | 54.5 | 6.9 | 48.1 | 46.3 | 5.5 |
| 1990-91 | 47.3 | 46.9 | 5.8 | 38.4 | 54.6 | 7.0 | 48.3 | 46.0 | 5.7 |
| 1991-92 | 48.0 | 45.6 | 6.4 | 39.1 | 53.4 | 7.6 | 49.0 | 44.8 | 6.2 |
| 1992-93 | 47.5 | 46.3 | 6.2 | 38.1 | 54.5 | 7.4 | 48.5 | 45.4 | 6.1 |

Table A5.5. Percentage of students enrolled in low, medium, and high per-pupil revenue districts in rural, small, and other school districts, by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|-------|--------|------|-------|--------|------|----------|--------|------|
| | Low | Medium | High | Low | Medium | High | Low | Medium | High |
| Total | | | | | | | | | |
| 1989-90 | 22.0 | 58.1 | 20.0 | 33.5 | 55.7 | 10.8 | 20.2 | 58.4 | 21.4 |
| 1990-91 | 22.1 | 58.9 | 19.0 | 31.8 | 57.4 | 10.7 | 20.6 | 59.1 | 20.3 |
| 1991-92 | 22.7 | 58.9 | 18.4 | 34.9 | 54.0 | 11.1 | 20.8 | 59.7 | 19.5 |
| 1992-93 | 25.0 | 58.4 | 16.6 | 34.8 | 54.1 | 11.1 | 23.5 | 59.1 | 17.4 |
| Small | | | | | | | | | |
| 1989-90 | 21.8 | 57.0 | 21.2 | 21.9 | 57.8 | 20.3 | 21.0 | 52.0 | 27.0 |
| 1990-91 | 22.1 | 56.3 | 21.6 | 22.2 | 57.1 | 20.7 | 20.9 | 52.1 | 27.0 |
| 1991-92 | 22.1 | 56.1 | 21.9 | 22.3 | 56.5 | 21.2 | 20.9 | 53.2 | 25.9 |
| 1992-93 | 17.8 | 58.9 | 23.3 | 18.1 | 59.1 | 22.9 | 16.3 | 58.1 | 25.6 |
| Large | | | | | | | | | |
| 1989-90 | 22.0 | 58.1 | 19.9 | 36.5 | 55.2 | 8.4 | 20.2 | 58.5 | 21.4 |
| 1990-91 | 22.1 | 59.0 | 18.9 | 34.3 | 57.5 | 8.2 | 20.6 | 59.1 | 20.2 |
| 1991-92 | 22.7 | 59.0 | 18.3 | 38.1 | 53.3 | 8.6 | 20.8 | 59.7 | 19.5 |
| 1992-93 | 25.2 | 58.4 | 16.4 | 39.0 | 52.9 | 8.1 | 23.5 | 59.1 | 17.4 |

Table A5.6. Student/teacher ratios in low, medium, and high per-pupil revenue districts in rural, small, and other school districts, by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|-------|--------|------|-------|--------|------|----------|--------|------|
| | Low | Medium | High | Low | Medium | High | Low | Medium | High |
| Total | | | | | | | | | |
| 1989-90 | 18.5 | 17.8 | 15.2 | 17.4 | 15.7 | 13.2 | 18.8 | 18.2 | 15.4 |
| 1990-91 | 18.5 | 17.7 | 15.2 | 17.4 | 15.7 | 12.9 | 18.8 | 18.0 | 15.4 |
| 1991-92 | 18.5 | 18.0 | 15.5 | 17.2 | 15.9 | 13.5 | 18.9 | 18.3 | 15.7 |
| 1992-93 | 18.9 | 18.1 | 15.2 | 17.3 | 16.2 | 13.3 | 19.2 | 18.4 | 15.4 |
| Small | | | | | | | | | |
| 1989-90 | 14.4 | 13.4 | 11.2 | 14.3 | 13.2 | 11.3 | 15.4 | 14.8 | 10.8 |
| 1990-91 | 14.7 | 13.3 | 11.1 | 14.5 | 13.1 | 11.2 | 15.7 | 14.7 | 10.9 |
| 1991-92 | 14.8 | 13.6 | 11.4 | 14.5 | 13.4 | 11.5 | 16.3 | 15.0 | 11.1 |
| 1992-93 | 15.0 | 14.3 | 11.5 | 14.7 | 14.1 | 11.6 | 17.2 | 15.1 | 10.9 |
| Large | | | | | | | | | |
| 1989-90 | 18.7 | 18.0 | 15.4 | 17.9 | 16.5 | 14.8 | 18.8 | 18.2 | 15.4 |
| 1990-91 | 18.7 | 17.9 | 15.4 | 17.9 | 16.5 | 14.3 | 18.8 | 18.1 | 15.5 |
| 1991-92 | 18.7 | 18.2 | 15.7 | 17.7 | 16.7 | 15.2 | 18.9 | 18.3 | 15.7 |
| 1992-93 | 19.0 | 18.3 | 15.4 | 17.7 | 16.8 | 14.9 | 19.3 | 18.4 | 15.5 |

Table A5.7. Per-pupil expenditures in rural, small, and other school districts, by level and year

| | Total | | | | Rural | | | | Nonrural | | | |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|
| | Total | Elem | Unified | Second | Total | Elem | Unified | Second | Total | Elem | Unified | Second |
| Total | | | | | | | | | | | | |
| 1989-90 | \$5,885 | \$5,803 | \$5,849 | \$7,542 | \$5,315 | \$6,418 | \$5,215 | \$8,393 | \$5,973 | \$5,719 | \$5,949 | \$7,481 |
| 1990-91 | \$5,767 | \$5,651 | \$5,731 | \$7,549 | \$5,283 | \$6,309 | \$5,188 | \$8,378 | \$5,841 | \$5,564 | \$5,816 | \$7,493 |
| 1991-92 | \$5,685 | \$5,699 | \$5,640 | \$7,458 | \$5,244 | \$6,295 | \$5,148 | \$8,421 | \$5,752 | \$5,619 | \$5,717 | \$7,393 |
| 1992-93 | \$5,714 | \$5,518 | \$5,688 | \$7,293 | \$5,324 | \$6,109 | \$5,245 | \$8,245 | \$5,773 | \$5,441 | \$5,757 | \$7,226 |
| Small | | | | | | | | | | | | |
| 1989-90 | \$6,039 | \$6,659 | \$5,846 | \$8,250 | \$5,984 | \$6,853 | \$5,819 | \$8,413 | \$6,376 | \$6,406 | \$6,149 | \$7,872 |
| 1990-91 | \$5,980 | \$6,610 | \$5,791 | \$8,037 | \$5,924 | \$6,840 | \$5,757 | \$8,259 | \$6,317 | \$6,315 | \$6,166 | \$7,506 |
| 1991-92 | \$5,993 | \$6,566 | \$5,823 | \$7,885 | \$5,939 | \$6,771 | \$5,794 | \$7,916 | \$6,324 | \$6,301 | \$6,143 | \$7,816 |
| 1992-93 | \$6,004 | \$6,369 | \$5,876 | \$7,568 | \$5,978 | \$6,616 | \$5,857 | \$7,558 | \$6,164 | \$6,041 | \$6,088 | \$7,594 |
| Large | | | | | | | | | | | | |
| 1989-90 | \$5,880 | \$5,729 | \$5,849 | \$7,511 | \$5,144 | \$6,158 | \$5,072 | \$8,378 | \$5,971 | \$5,691 | \$5,948 | \$7,476 |
| 1990-91 | \$5,760 | \$5,572 | \$5,729 | \$7,528 | \$5,120 | \$6,003 | \$5,054 | \$8,481 | \$5,839 | \$5,534 | \$5,815 | \$7,493 |
| 1991-92 | \$5,675 | \$5,627 | \$5,635 | \$7,439 | \$5,068 | \$6,023 | \$4,996 | \$8,842 | \$5,749 | \$5,592 | \$5,716 | \$7,387 |
| 1992-93 | \$5,705 | \$5,450 | \$5,682 | \$7,280 | \$5,161 | \$5,820 | \$5,104 | \$8,915 | \$5,771 | \$5,418 | \$5,756 | \$7,221 |

Table A5.8a. Per-pupil expenditures in rural, small, and other school districts, by region

| | Total | | | Rural | | | Nonrural | | |
|----------------------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | Total | Small | Large | Total | Small | Large | Total | Small | Large |
| United States | | | | | | | | | |
| 1989-90 | \$5,885 | \$6,039 | \$5,880 | \$5,315 | \$5,984 | \$5,144 | \$5,973 | \$6,376 | \$5,971 |
| 1990-91 | \$5,767 | \$5,980 | \$5,760 | \$5,283 | \$5,924 | \$5,120 | \$5,841 | \$6,317 | \$5,839 |
| 1991-92 | \$5,685 | \$5,993 | \$5,675 | \$5,244 | \$5,939 | \$5,068 | \$5,752 | \$6,324 | \$5,749 |
| 1992-93 | \$5,714 | \$6,004 | \$5,705 | \$5,324 | \$5,978 | \$5,161 | \$5,773 | \$6,164 | \$5,771 |
| Northeast | | | | | | | | | |
| 1989-90 | \$8,182 | \$8,947 | \$8,168 | \$7,334 | \$8,752 | \$7,075 | \$8,257 | \$9,400 | \$8,250 |
| 1990-91 | \$7,970 | \$8,954 | \$7,952 | \$7,416 | \$8,770 | \$7,172 | \$8,019 | \$9,382 | \$8,011 |
| 1991-92 | \$7,885 | \$8,664 | \$7,871 | \$7,216 | \$8,353 | \$7,008 | \$7,944 | \$9,382 | \$7,936 |
| 1992-93 | \$7,854 | \$8,462 | \$7,843 | \$7,187 | \$8,204 | \$7,003 | \$7,912 | \$9,059 | \$7,906 |
| Southeast | | | | | | | | | |
| 1989-90 | \$5,276 | \$4,480 | \$5,277 | \$4,547 | \$4,588 | \$4,547 | \$5,419 | \$4,331 | \$5,420 |
| 1990-91 | \$5,211 | \$4,295 | \$5,212 | \$4,563 | \$4,373 | \$4,564 | \$5,336 | \$4,183 | \$5,337 |
| 1991-92 | \$5,019 | \$4,238 | \$5,020 | \$4,481 | \$4,304 | \$4,482 | \$5,122 | \$4,143 | \$5,122 |
| 1992-93 | \$4,962 | \$4,405 | \$4,962 | \$4,573 | \$4,477 | \$4,573 | \$5,035 | \$4,302 | \$5,036 |
| South Central | | | | | | | | | |
| 1989-90 | \$4,908 | \$5,319 | \$4,879 | \$5,038 | \$5,322 | \$4,816 | \$4,888 | \$5,303 | \$4,885 |
| 1990-91 | \$4,581 | \$5,123 | \$4,544 | \$4,823 | \$5,147 | \$4,573 | \$4,545 | \$4,938 | \$4,541 |
| 1991-92 | \$4,729 | \$5,245 | \$4,694 | \$4,982 | \$5,260 | \$4,769 | \$4,691 | \$5,120 | \$4,688 |
| 1992-93 | \$4,929 | \$5,327 | \$4,902 | \$5,151 | \$5,369 | \$4,987 | \$4,895 | \$4,992 | \$4,894 |
| Midwest | | | | | | | | | |
| 1989-90 | \$5,652 | \$5,465 | \$5,664 | \$5,107 | \$5,474 | \$4,943 | \$5,781 | \$5,356 | \$5,783 |
| 1990-91 | \$5,574 | \$5,460 | \$5,582 | \$5,059 | \$5,461 | \$4,880 | \$5,695 | \$5,453 | \$5,697 |
| 1991-92 | \$5,606 | \$5,537 | \$5,611 | \$5,083 | \$5,548 | \$4,878 | \$5,729 | \$5,406 | \$5,731 |
| 1992-93 | \$5,753 | \$5,581 | \$5,764 | \$5,229 | \$5,587 | \$5,075 | \$5,875 | \$5,498 | \$5,878 |
| West | | | | | | | | | |
| 1989-90 | \$5,489 | \$6,973 | \$5,450 | \$6,295 | \$7,321 | \$5,960 | \$5,421 | \$5,976 | \$5,417 |
| 1990-91 | \$5,451 | \$6,900 | \$5,413 | \$6,211 | \$7,217 | \$5,885 | \$5,388 | \$5,977 | \$5,383 |
| 1991-92 | \$5,265 | \$6,724 | \$5,227 | \$6,044 | \$7,027 | \$5,731 | \$5,199 | \$5,837 | \$5,195 |
| 1992-93 | \$5,238 | \$6,650 | \$5,202 | \$5,921 | \$7,006 | \$5,582 | \$5,179 | \$5,534 | \$5,177 |

Table A5.8b. Per-pupil expenditures by state in rural, small, and other school districts, by state in 1992

| | Total | | | Small | | | Large | | |
|----------------------|---------|----------|----------|----------|----------|----------|---------|----------|----------|
| | Total | Rural | Nonrural | Total | Rural | Nonrural | Total | Rural | Nonrural |
| 50 States and D.C. | \$5,714 | \$6,004 | \$5,705 | \$5,324 | \$5,978 | \$5,161 | \$5,773 | \$6,164 | \$5,771 |
| Alabama | \$3,853 | n/a | \$3,853 | \$3,734 | n/a | \$3,734 | \$3,891 | n/a | \$3,891 |
| Alaska | \$8,802 | \$14,325 | \$8,215 | \$10,958 | \$14,325 | \$9,850 | \$7,435 | n/a | \$7,435 |
| Arizona | \$5,081 | \$6,747 | \$5,048 | \$6,070 | \$6,936 | \$5,815 | \$5,016 | \$6,214 | \$5,009 |
| Arkansas | \$4,262 | \$4,615 | \$4,210 | \$4,356 | \$4,627 | \$4,134 | \$4,228 | \$4,458 | \$4,225 |
| California | \$5,155 | \$5,500 | \$5,151 | \$5,412 | \$6,433 | \$5,254 | \$5,145 | \$4,878 | \$5,147 |
| Colorado | \$5,352 | \$6,285 | \$5,313 | \$5,446 | \$6,280 | \$5,081 | \$5,338 | \$6,439 | \$5,336 |
| Connecticut | \$8,530 | \$10,904 | \$8,515 | \$9,395 | \$11,000 | \$9,095 | \$8,507 | \$10,701 | \$8,502 |
| Delaware | \$6,635 | n/a | \$6,635 | \$7,168 | n/a | \$7,168 | \$6,527 | n/a | \$6,527 |
| District of Columbia | \$9,230 | n/a | \$9,230 | n/a | n/a | n/a | \$9,230 | n/a | \$9,230 |
| Florida | \$5,638 | n/a | \$5,638 | \$5,354 | n/a | \$5,354 | \$5,645 | n/a | \$5,645 |
| Georgia | \$4,931 | \$4,637 | \$4,931 | \$4,593 | \$4,637 | \$4,592 | \$4,983 | n/a | \$4,983 |
| Hawaii | \$5,991 | n/a | \$5,991 | n/a | n/a | n/a | \$5,991 | n/a | \$5,991 |
| Idaho | \$3,805 | \$4,902 | \$3,736 | \$4,019 | \$4,859 | \$3,802 | \$3,724 | \$5,914 | \$3,716 |
| Illinois | \$5,669 | \$4,506 | \$5,723 | \$4,380 | \$4,435 | \$4,348 | \$5,807 | \$4,821 | \$5,817 |
| Indiana | \$5,827 | \$5,693 | \$5,827 | \$5,357 | \$5,764 | \$5,351 | \$5,920 | \$5,612 | \$5,920 |
| Iowa | \$5,406 | \$5,698 | \$5,340 | \$5,649 | \$5,710 | \$5,556 | \$5,307 | \$5,462 | \$5,305 |
| Kansas | \$5,509 | \$6,617 | \$5,330 | \$5,788 | \$6,633 | \$5,348 | \$5,332 | \$6,297 | \$5,322 |
| Kentucky | \$4,476 | \$4,170 | \$4,479 | \$4,376 | \$4,448 | \$4,375 | \$4,513 | \$3,986 | \$4,517 |
| Louisiana | \$4,187 | n/a | \$4,187 | \$4,331 | n/a | \$4,331 | \$4,174 | n/a | \$4,174 |
| Maine | \$6,084 | \$6,876 | \$6,009 | \$6,337 | \$6,882 | \$6,107 | \$6,002 | \$6,842 | \$5,987 |
| Maryland | \$6,436 | n/a | \$6,436 | \$6,004 | n/a | \$6,004 | \$6,489 | n/a | \$6,489 |
| Massachusetts | \$6,216 | \$7,150 | \$6,207 | \$6,405 | \$5,943 | \$6,443 | \$6,210 | \$7,517 | \$6,201 |
| Michigan | \$6,423 | \$5,970 | \$6,431 | \$5,371 | \$5,977 | \$5,289 | \$6,584 | \$5,931 | \$6,587 |
| Minnesota | \$6,351 | \$6,294 | \$6,356 | \$6,189 | \$6,307 | \$6,122 | \$6,397 | \$5,747 | \$6,398 |
| Mississippi | \$3,538 | \$4,143 | \$3,537 | \$3,587 | \$4,143 | \$3,584 | \$3,512 | n/a | \$3,512 |
| Missouri | \$4,778 | \$4,138 | \$4,845 | \$3,820 | \$4,109 | \$3,626 | \$5,060 | \$4,874 | \$5,061 |
| Montana | \$5,132 | \$6,175 | \$4,816 | \$5,807 | \$6,211 | \$5,222 | \$4,766 | \$5,870 | \$4,723 |
| Nebraska | \$5,589 | \$6,030 | \$5,422 | \$5,785 | \$6,072 | \$4,956 | \$5,489 | \$5,607 | \$5,485 |
| Nevada | \$5,430 | \$10,037 | \$5,411 | \$6,193 | \$10,037 | \$6,022 | \$5,348 | n/a | \$5,348 |
| New Hampshire | \$5,920 | \$7,156 | \$5,835 | \$6,401 | \$7,641 | \$6,034 | \$5,807 | \$6,131 | \$5,798 |
| New Jersey | \$9,392 | \$11,254 | \$9,371 | \$9,330 | \$11,104 | \$9,178 | \$9,395 | \$11,312 | \$9,379 |
| New Mexico | \$4,418 | \$6,467 | \$4,336 | \$5,148 | \$6,467 | \$4,790 | \$4,259 | n/a | \$4,259 |
| New York | \$8,508 | \$9,239 | \$8,494 | \$7,951 | \$9,043 | \$7,656 | \$8,547 | \$9,767 | \$8,541 |
| North Carolina | \$4,845 | n/a | \$4,845 | \$4,846 | n/a | \$4,846 | \$4,844 | n/a | \$4,844 |
| North Dakota | \$4,648 | \$5,273 | \$4,307 | \$5,194 | \$5,273 | \$4,843 | \$4,232 | n/a | \$4,232 |
| Ohio | \$5,332 | \$4,594 | \$5,337 | \$4,444 | \$4,518 | \$4,442 | \$5,519 | \$4,976 | \$5,519 |
| Oklahoma | \$4,368 | \$4,987 | \$4,246 | \$4,767 | \$5,082 | \$4,270 | \$4,252 | \$4,495 | \$4,243 |
| Oregon | \$5,785 | \$6,454 | \$5,747 | \$6,184 | \$6,446 | \$5,816 | \$5,760 | \$6,467 | \$5,745 |
| Pennsylvania | \$7,000 | \$6,634 | \$7,001 | \$6,380 | \$6,079 | \$6,383 | \$7,093 | \$7,543 | \$7,093 |
| Rhode Island | \$6,391 | \$11,480 | \$6,387 | \$6,779 | \$11,480 | \$6,690 | \$6,372 | n/a | \$6,372 |
| South Carolina | \$4,577 | \$4,914 | \$4,576 | \$4,642 | \$4,914 | \$4,638 | \$4,567 | n/a | \$4,567 |
| South Dakota | \$4,571 | \$5,230 | \$4,316 | \$5,063 | \$5,228 | \$4,713 | \$4,234 | \$5,467 | \$4,229 |
| Tennessee | \$3,800 | \$2,935 | \$3,801 | \$3,244 | \$3,021 | \$3,244 | \$3,897 | \$2,805 | \$3,898 |
| Texas | \$5,103 | \$5,853 | \$5,073 | \$5,554 | \$5,865 | \$5,384 | \$5,053 | \$5,736 | \$5,050 |
| Utah | \$3,523 | \$6,753 | \$3,509 | \$4,479 | \$6,753 | \$4,324 | \$3,455 | n/a | \$3,455 |
| Vermont | \$7,539 | \$7,641 | \$7,504 | \$7,733 | \$7,620 | \$7,985 | \$7,439 | \$7,851 | \$7,424 |
| Virginia | \$5,566 | \$5,126 | \$5,567 | \$5,066 | \$4,756 | \$5,067 | \$5,722 | \$5,425 | \$5,722 |
| Washington | \$6,243 | \$7,377 | \$6,201 | \$6,430 | \$7,366 | \$6,169 | \$6,209 | \$7,553 | \$6,206 |
| West Virginia | \$5,733 | n/a | \$5,733 | \$5,725 | n/a | \$5,725 | \$5,738 | n/a | \$5,738 |
| Wisconsin | \$6,644 | \$7,220 | \$6,612 | \$6,676 | \$7,187 | \$6,521 | \$6,636 | \$7,589 | \$6,631 |
| Wyoming | \$6,008 | \$9,059 | \$5,847 | \$6,912 | \$8,185 | \$6,561 | \$5,792 | \$13,526 | \$5,713 |

Table A5.9. Percentage of expenditures for core instruction, administrative support, and capital outlay in rural, small, and other school districts

| | Total | | | Rural | | | Nonrural | | |
|--------------|---------------------|----------------------|-------------------|---------------------|----------------------|-------------------|---------------------|----------------------|-------------------|
| | General | | | General | | | General | | |
| | Core Instruction | Admin and Support | Capital Outlay | Core Instruction | Admin and Support | Capital Outlay | Core Instruction | Admin and Support | Capital Outlay |
| Total | | | | | | | | | |
| 1989-90 | 61.2 | 25.6 | 13.2 | 58.7 | 28.0 | 13.3 | 61.5 | 25.2 | 13.2 |
| 1990-91 | 62.7 | 25.6 | 11.7 | 60.9 | 26.8 | 12.3 | 63.0 | 25.5 | 11.6 |
| 1991-92 | 62.8 | 25.8 | 11.4 | 60.8 | 26.7 | 12.4 | 63.1 | 25.7 | 11.2 |
| 1992-93 | 61.9 | 26.9 | 11.1 | 59.4 | 28.3 | 12.3 | 62.3 | 26.7 | 11.0 |
| Small | | | | | | | | | |
| 1989-90 | 56.9 | 28.8 | 14.3 | 56.8 | 29.1 | 14.1 | 57.5 | 27.1 | 15.4 |
| 1990-91 | 58.7 | 28.6 | 12.7 | 58.9 | 28.8 | 12.2 | 57.5 | 27.2 | 15.2 |
| 1991-92 | 59.0 | 28.7 | 12.3 | 59.1 | 28.9 | 12.0 | 58.3 | 27.7 | 14.0 |
| 1992-93 | 58.3 | 29.3 | 12.4 | 58.2 | 29.5 | 12.3 | 59.0 | 28.0 | 13.0 |
| Large | | | | | | | | | |
| 1989-90 | 61.3 | 25.5 | 13.2 | 59.2 | 27.6 | 13.1 | 61.6 | 25.2 | 13.2 |
| 1990-91 | 62.8 | 25.5 | 11.6 | 61.5 | 26.3 | 12.3 | 63.0 | 25.5 | 11.6 |
| 1991-92 | 62.9 | 25.7 | 11.4 | 61.4 | 26.1 | 12.5 | 63.1 | 25.7 | 11.2 |
| 1992-93 | 62.1 | 26.8 | 11.1 | 59.8 | 27.9 | 12.3 | 62.3 | 26.7 | 11.0 |

Table A5.10. Percentage of students in low, medium, and high per-pupil expenditure districts, by year

| | Total | | | Rural | | | Nonrural | | |
|--------------|-------|--------|------|-------|--------|------|----------|--------|------|
| | Low | Medium | High | Low | Medium | High | Low | Medium | High |
| Total | | | | | | | | | |
| 1989-90 | 20.4 | 59.4 | 20.2 | 34.5 | 53.7 | 11.8 | 18.2 | 60.3 | 21.5 |
| 1990-91 | 22.5 | 57.0 | 20.5 | 34.3 | 53.2 | 12.5 | 20.7 | 57.5 | 21.7 |
| 1991-92 | 22.1 | 59.3 | 18.6 | 34.9 | 52.6 | 12.5 | 20.1 | 60.3 | 19.6 |
| 1992-93 | 23.4 | 57.9 | 18.7 | 33.0 | 55.4 | 11.7 | 22.0 | 58.3 | 19.7 |
| Small | | | | | | | | | |
| 1989-90 | 22.4 | 56.7 | 21.0 | 22.8 | 57.0 | 20.3 | 20.1 | 54.7 | 25.2 |
| 1990-91 | 20.9 | 58.4 | 20.7 | 21.0 | 59.0 | 20.0 | 20.5 | 54.7 | 24.9 |
| 1991-92 | 19.6 | 59.5 | 20.9 | 19.5 | 60.4 | 20.1 | 20.2 | 54.5 | 25.3 |
| 1992-93 | 19.7 | 59.4 | 21.0 | 19.3 | 60.4 | 20.3 | 21.8 | 53.4 | 24.8 |
| Large | | | | | | | | | |
| 1989-90 | 20.3 | 59.5 | 20.2 | 37.5 | 52.8 | 9.7 | 18.2 | 60.3 | 21.5 |
| 1990-91 | 22.6 | 56.9 | 20.5 | 37.7 | 51.7 | 10.6 | 20.7 | 57.5 | 21.7 |
| 1991-92 | 22.2 | 59.3 | 18.6 | 38.8 | 50.6 | 10.6 | 20.1 | 60.3 | 19.5 |
| 1992-93 | 23.5 | 57.9 | 18.6 | 36.4 | 54.1 | 9.5 | 22.0 | 58.3 | 19.7 |

Table A5.11. Student/teacher ratios in low, medium, and high per-pupil expenditure districts

| | Total | | | Rural | | | Nonrural | | |
|--------------|-------|--------|------|-------|--------|------|----------|--------|------|
| | Low | Medium | High | Low | Medium | High | Low | Medium | High |
| Total | | | | | | | | | |
| 1989-90 | 18.5 | 17.8 | 15.3 | 17.4 | 15.6 | 13.5 | 18.8 | 18.2 | 15.5 |
| 1990-91 | 18.3 | 17.7 | 15.4 | 17.4 | 15.5 | 13.5 | 18.6 | 18.1 | 15.6 |
| 1991-92 | 18.5 | 18.0 | 15.6 | 17.4 | 15.7 | 13.9 | 18.8 | 18.3 | 15.8 |
| 1992-93 | 18.7 | 18.1 | 15.6 | 17.5 | 16.0 | 13.7 | 19.0 | 18.5 | 15.8 |
| Small | | | | | | | | | |
| 1989-90 | 14.5 | 13.4 | 11.1 | 14.4 | 13.2 | 11.3 | 15.7 | 14.7 | 10.6 |
| 1990-91 | 15.0 | 13.2 | 11.2 | 14.8 | 13.0 | 11.3 | 15.9 | 14.5 | 10.8 |
| 1991-92 | 15.1 | 13.5 | 11.4 | 14.9 | 13.3 | 11.5 | 16.8 | 14.9 | 10.9 |
| 1992-93 | 15.6 | 14.0 | 11.5 | 15.4 | 13.9 | 11.6 | 16.9 | 14.7 | 11.1 |
| Large | | | | | | | | | |
| 1989-90 | 18.7 | 18.0 | 15.5 | 17.9 | 16.5 | 15.1 | 18.9 | 18.2 | 15.5 |
| 1990-91 | 18.5 | 17.9 | 15.6 | 17.8 | 16.5 | 14.9 | 18.6 | 18.1 | 15.6 |
| 1991-92 | 18.6 | 18.2 | 15.8 | 17.8 | 16.7 | 15.4 | 18.8 | 18.3 | 15.8 |
| 1992-93 | 18.8 | 18.3 | 15.8 | 17.8 | 16.8 | 15.2 | 19.0 | 18.5 | 15.8 |

Appendix B. Technical Notes

Common Core of Data Analysis File Development

Source Files. The Common Core of Data (CCD) Local Education Agency (Nonfiscal) File has one record for each of about 16,000 "districts" each year. The basic data source for this report was the set of CCD files for the 8 years from 1986-87 to 1993-94.

Because there are a noticeable number (somewhat fewer than 2,000) records on the file that do not correspond to regular school districts, but rather to administrative entities (e.g., regional resource districts) concerned indirectly with elementary and secondary education, an extract of the "regular school districts" was made. This extract was based on a reported "district type," and two types out of seven were included in the extract. These were (1) "regular school districts" and (2) educational components of "supervisory union districts," which, where they exist in some states, are similar to regular school districts. Examination of the file led to the conclusion that in a few states and years, some districts were mistyped. In those cases, the type was made consistent over years to support more accurate analysis.

After deletion of 33 records for which there was no gradespan information in any year, there were 15,584 school districts on the analysis file; however, not all of these districts were operating in every year between 1986-87 and 1993-94.

Districts Added or Deleted Between Years. On the analysis file, 15,345 districts had data indicating that they were in operation in 1986-87, while only 14,648 were in operation in 1993-94. The vast majority of the districts on this file were in operation in every one of the 8 years studied. However, two facts are clear: (1) 239 districts were not present in 1986-87 but were for some later year, and (2) there were 697 fewer districts in 1993-94 than there had been in 1986-87. This reflects the dynamic nature of the local governance structure for public education. Declining populations in some areas led to pressures to consolidate (combine) districts to reduce administrative overhead, and rising populations in other areas led to pressures to split large districts and create new administrative units.

Between one year and the next, the most frequent school district change was the consolidation of two (or more) districts into a single district. Sometimes, these consolidations combined elementary and secondary districts into unified districts; more frequently they consisted of the closure of a small district and transfer of its students to another nearby district. In some cases, a district simply absorbed the enrollment of an adjacent district but continued its existing identity; in others both component districts were replaced with the creation of a new consolidated district with a new identity. Because the linkage of each district to its predecessors was not explicitly recorded in the Common Core of Data, it is difficult from these data to differentiate between new districts created from consolidations and new districts created from the splitting of a large district.

"New" Districts Resulting from Consolidations or Splits. In order to understand the dynamics of districts, it is important to distinguish between "new" districts that are combinations of previous districts and "new" districts that are spin-offs from existing districts that have grown.

Therefore, an attempt was made to pair each district that newly appeared on the file in a particular year with a district in the same county that closed after the preceding year. To do this, for every district that closed in a year, a district was sought that either newly appeared the next year or otherwise added an appropriate number of students. Because CCD does not uniformly delete districts from the file in the first year after they close, districts were considered to have closed for the purpose of this study if they dropped from an enrollment of 25 or more to an enrollment of 0 and did not add enrollment in a later year.

Of course, enrollments change from year to year, but large discontinuities of enrollment can be matched. For example, if a district with 83 students in 1988-89 closed and the enrollment in another district in the same county increased from 255 to 326 between 1988-89 and 1989-90, it would be reasonable to conclude that the latter district inherited the students of the former district. Through trial implementations of this procedure, it was determined that transfer of enrollments of fewer than 25 students could not be reliably detected in this manner, because the addition of fewer than 25 students would not be so unusual as to be noticeable as a discontinuity.

Most consolidations involving transfer of 25 or more students from a closing district were identified. From the identifications made, we know that most new districts were created out of consolidations during this period: overall, 128 "new" districts were created when 237 districts consolidated; 286 districts were folded into other districts, but only 6 districts were identified as resulting from the splits of 3 districts. Thus, it is reasonable to conjecture that most "new" districts in this time period were created through consolidations. However, the identification process was incomplete. Across the 7 years, a total of 106 "new" districts could not be unambiguously paired based on enrollment discontinuities. Moreover, it was impossible to identify where students from districts with fewer than 25 enrollment moved when their districts closed.

Because the matching of "new" districts to predecessors was incomplete, it was impossible to produce separate reliable counts of "new" districts created from consolidations and from splits. Therefore, for this report, districts referred to as "new" or "opening" include both types, although nearly all are probably created from the consolidations of other districts. Very few districts, perhaps only a handful, split to form new districts during this 7-year interval.

Definition of Variables

District Locale ("Rural"). Because information was not available from the 1990 Census when this report was being prepared, information from the 1980 U.S. Census was used to classify the locales of addresses of schools for CCD during the 1980s (and for this report) as rural, small or large town, or fringes or central areas of mid-size or large cities. The CCD *school*-locale codes are used in this report to define *districts* as "rural." Specifically, according to the standard CCD definition, the district locale code is set to the modal school locale code for schools in the district. A rural school district is defined as a district in which the most frequent school locale code is "7" (i.e., rural). All other districts are defined as "not rural."

Examination of the results of this categorization led to a finding that the locale codes recorded in CCD for schools in two states were inconsistent. Therefore, in these two states, the

Common Core of Data (CCD) definition of rural districts was checked against other data sources. These data sources included the locale code of a district based on Census population counts by school district from the School District Data Book (SDDB) and the locale code of a county based on the location classification from U.S. Department of Agriculture's Economic Research Statistics (ERS) data. A set of rules were developed to determine whether a district in these two states was rural or nonrural. Since these sources used data from 1990, the rules were applied to the districts in the 1990-91 school year of the CCD. Based on these data checks, CCD rural classifications of 491 out of 15,035 districts were changed for this report: 314 districts originally called nonrural were relabeled rural, and 179 were changed from a rural to a nonrural label.

District Size ("Small"). A small district (as well as a small school) is defined as a district that had a total enrollment of fewer than 25 students per grade for grades 8 and lower that it served, and fewer than 100 students per grade for grades 9 and above. The enrollment that was used for this classification was for 1987-88 or for its first year on the CCD file if it was not on the file for 1987-88. Thus, for example, characteristics of small rural districts in 1993-94 are the characteristics in 1993-94 of districts that were categorized as small in 1987-88.

Of course, these are essentially the same districts that had small enrollments in 1993-94. Of 4,238 small rural districts counted in 1993-94 (based on the 1987-88 definition), 4,003 were still small in 1993-94, and only 17 (0.4 percent) had 1993-94 enrollments more than 50 percent over the threshold. Only one "outlier," a district that merged with a large nonrural district in 1988-89 but retained its identity on the file, had a 1993-94 enrollment more than 3 times the threshold: a K-8 district with 1,281 students in 1993-94. To balance these districts, 91 of the 9,596 districts not categorized as small based on 1987-88 enrollments had small enrollments in 1993-94, but only 7 of these had enrollments less than 70 percent of the threshold, and 5 of the 7 had enrollments of zero, indicating that they would probably be verified as closures in 1994-95. These few exceptions could only have slight effects on population summary statistics.

Because any particular definition of "small rural districts" might not accurately reflect the general intuition about what education in small rural areas in America might be, two alternative definitions were considered, and parallel sets of analyses were conducted to determine the sensitivity of the findings in this report to the definition of "small." The numbers of additional "small rural" districts added to the original count in each state by these expansions of the definition of small are shown in table B1.

Including all large rural districts with a majority of small schools. First, the finding that there were no small rural districts in Alabama, Louisiana, and West Virginia led to an examination of the CCD characteristics of (large) rural districts in these states. Several of the large rural districts in these and other states operated mostly small schools (i.e., schools with fewer than 25 students per elementary grade and 100 students per secondary grade), and in a sense, these "large rural districts with a majority of small schools" also represent small rural education in America. Therefore, in addition to the main analyses, parallel analyses were carried out for an expanded definition of small rural district, including these districts.

The results from the first set of parallel analyses, including the 254 large rural districts with

a majority of small schools in the set of small rural districts, are mentioned in footnotes at the end of each chapter. Generally, because these districts constituted only a small fraction of the small rural districts, nationally, there were only small differences in the findings.

Including all unified districts with fewer than 100 students per high school grade. Second, one can argue that unified (K-12) districts with enough students to qualify as large at the elementary level (i.e., more than 25 students per elementary grade) but not enough to qualify as large at the secondary level (i.e., fewer than 100 students per secondary grade) should be considered small. Therefore, a second set of parallel analyses was also carried out, including unified districts with fewer than 100 students per secondary grade in the definition of small districts.

Counting unified districts with fewer than 100 students per secondary grade as small had a substantial impact on results. The number of small rural districts in 1993-94 increased from 4,238 to 5,595; with this criterion, 80 percent of the regular public school districts in rural locales would be categorized as small. Moreover, because the additional "small" rural districts had greater enrollments than those originally counted as small, the average enrollment in small rural districts by the expanded definition was about 440, rather than 260. There were 12,000 schools and 2,460,000 students in small rural districts in 1993-94 by the expanded definition. Between 1986-87 and 1993-94, the overall gain in enrollment in small rural districts became 110,000 students, rather than 8,000.

The region of the country in which the percentage change in districts counted as small rural was greatest was the Southeast, where instead of 16 small rural districts, 110 small rural districts were counted. Across the country, more minorities were enrolled in small rural districts by the expanded definition. For example, 4 percent of students in small rural districts were African American, rather than 2 percent; and 18 percent of Native American students, rather than 10 percent, were enrolled in small rural districts.

As a general pattern, this expansion of the definition of "small" changed findings for small rural districts by averaging characteristics of large rural districts with them. For example, small rural districts became more like other districts in the relative frequency of unified (K-12) districts (73 percent, rather than 65 percent, compared to 76 percent in other districts). As another example, the percentage of small rural districts' revenues from local sources shifted from 44 percent to 42 percent, closer to the original 38 percent for large rural districts. Finally, the average student/teacher ratio in small rural districts was shifted from 13:1 to 15:1, closer to the average of 17:1 for large rural districts.

A noticeable shift in patterns of per-pupil revenue and expenditures resulted from the expanded definition of small rural districts: rather than spending on average \$200 more than large nonrural districts, the larger set of small rural districts were found to spend \$100 less. Although these are not large differences, compared to the overall average of about \$6,000 per pupil, the shift is significant. Although regional variations in revenues and expenditures followed similar patterns, the increased number of small rural districts in the Southeast provided greater assurance that the averages are reliable. In the Southeast, per-pupil revenue and expenditures in the expanded set of 110 small rural districts averaged about \$100 less than in other districts in the region, but between 1989-90 and 1992-93 there was a gain of \$246 in per-pupil expenditures in small rural districts in the Southeast.

Table B1. Number of small rural districts, large rural districts with a majority of small schools, and large rural districts with small secondary enrollments in 1993-94, by state

| | Small rural | Large rural with a majority of small schools | Large Rural but Small 9-12 |
|----------------------|-------------|--|----------------------------|
| 50 States and D.C. | 4,238 | 254 | 1,357 |
| Alabama | 0 | 5 | 0 |
| Alaska | 37 | 7 | 7 |
| Arizona | 55 | 4 | 10 |
| Arkansas | 132 | 3 | 61 |
| California | 147 | 16 | 15 |
| Colorado | 89 | 1 | 21 |
| Connecticut | 10 | 2 | 4 |
| Delaware | 0 | 2 | 0 |
| District of Columbia | 0 | 0 | 2 |
| Florida | 0 | 3 | 2 |
| Georgia | 3 | 1 | 18 |
| Hawaii | 0 | 0 | 0 |
| Idaho | 44 | 5 | 22 |
| Illinois | 203 | 22 | 83 |
| Indiana | 6 | 2 | 52 |
| Iowa | 196 | 5 | 73 |
| Kansas | 161 | 21 | 55 |
| Kentucky | 6 | 2 | 15 |
| Louisiana | 0 | 5 | 0 |
| Maine | 82 | 0 | 18 |
| Maryland | 0 | 0 | 0 |
| Massachusetts | 6 | 1 | 1 |
| Michigan | 80 | 3 | 79 |
| Minnesota | 156 | 8 | 72 |
| Mississippi | 2 | 12 | 18 |
| Missouri | 253 | 9 | 86 |
| Montana | 369 | 1 | 0 |
| Nebraska | 484 | 3 | 9 |
| Nevada | 3 | 5 | 2 |
| New Hampshire | 45 | 2 | 8 |
| New Jersey | 21 | 1 | 2 |
| New Mexico | 37 | 1 | 10 |
| New York | 97 | 2 | 70 |
| North Carolina | 0 | 1 | 6 |
| North Dakota | 217 | 2 | 12 |
| Ohio | 23 | 9 | 97 |
| Oklahoma | 294 | 3 | 42 |
| Oregon | 91 | 2 | 6 |
| Pennsylvania | 5 | 2 | 33 |
| Rhode Island | 1 | 0 | 0 |
| South Carolina | 2 | 0 | 9 |
| South Dakota | 130 | 9 | 18 |
| Tennessee | 1 | 12 | 10 |
| Texas | 389 | 5 | 136 |
| Utah | 5 | 4 | 5 |
| Vermont | 141 | 0 | 3 |
| Virginia | 2 | 5 | 11 |
| Washington | 107 | 3 | 43 |
| West Virginia | 0 | 6 | 3 |
| Wisconsin | 94 | 30 | 99 |
| Wyoming | 12 | 7 | 9 |

District Grade Level: Elementary/Unified/Secondary. An elementary school district is defined as a district that has no grade above grade 8, a secondary school district is a district that has no grade below 7, and a combined or unified school district is a district that has some grade below grade 7 and some grade above grade 8.

District Type. Seven types of districts are included in CCD, but analyses are limited to "regular" districts, those of types 1 and 2. Other types of districts are omitted from the analyses, because they are very different from other small rural districts and very few in number. These include regional education service agencies, administrative components of supervisory unions, and state-operated agencies. Devoting a portion of the report to their analyses would detract from the main points of the report.

Geographical Regions.

| | |
|----------------|---|
| Northeast: | Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont |
| Midwest: | Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin |
| Southeast: | Alabama, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia |
| South Central: | Arkansas, Oklahoma, Texas |
| West: | Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming |

School Grade Span. School grade spans were defined slightly differently from district grade levels. Listings of all the regular school grade ranges from the 1987 CCD indicated that there was at least one school in nearly every possible grade span category. The classification schema below (see figure B1) was developed to categorize every possible combination, including an intermediate school category consistent with the philosophy of most intermediate school advocates. It includes the following grade level categories:

- 1) Elementary school
- 2) Intermediate school
- 3) High school
- 4) Combined school
- 5) Ungraded or Unknown

Figure B1. Schema for classification of schools by grades served

| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----|----|---|---|---|---|---|---|---|---|---|---|----|----|----|
| PK | E | E | E | E | E | E | E | E | E | E | C | C | C | C |
| K | E | E | E | E | E | E | E | E | E | C | C | C | C | C |
| 1 | E | E | E | E | E | E | E | E | E | C | C | C | C | C |
| 2 | E | E | E | E | E | E | E | E | E | C | C | C | C | C |
| 3 | E | E | E | E | E | E | E | E | E | C | C | C | C | C |
| 4 | E | E | E | I | I | I | | | | C | C | C | | |
| 5 | E | E | I | I | I | | | | | C | C | C | | |
| 6 | E | I | I | I | | | | | | H | H | H | | |
| 7 | I | I | I | | | | | | | H | H | H | | |
| 8 | I | I | | | | | | | | H | H | H | | |
| 9 | I | | H | | | | | | | H | H | H | | |
| 10 | | H | | | | | | | | H | H | H | | |
| 11 | | H | | | | | | | | H | H | | | |
| 12 | | H | | | | | | | | | H | | | |

NOTE: E=Elementary; I=Intermediate; H=High; C=Combined. Low grades are on the diagonal; high grades are listed on top.

That is, an elementary school has a high grade of 6 or lower or a combination of a low grade less than 4 and a high grade of 8 or lower; an intermediate school has a low grade of 4 or higher and a high grade of 7, 8, or 9; a high school has a low grade of 6 or higher and a high grade of at least 10; a combined school has a low grade of 5 or lower and a high grade of at least 10, or a low grade of 3 or lower and a high grade of 9. Other schools are classified as unknown or ungraded.

School Size. Schools were classified as "small" according to the same threshold as districts. Small schools were schools with total enrollment less than 25 per elementary (K-8) grade served and 100 per secondary (9-12) grade served.

School Type. The CCD type codes are used for this purpose. They are:

- 1) Regular school
- 2) Special education school
- 3) Vocational education school
- 4) Alternative education school

District Per-Pupil Revenues. Data from F-33 on revenues from local, state, and federal sources are used. Percentages are extracted from the CCD CD-ROM or equivalent files. For CCD, revenue is an increase in the net current assets of a government fund type from other than expenditure refunds and residual equity transfers. Revenues are reported from local, intermediate, state, and federal sources. Per-pupil revenues are weighted by enrollment in computing national averages.

District Per-Pupil Expenditures. Data from F-33 on expenditures for instruction and for other operations are used. Percentages are extracted from the CCD CD-ROM or equivalent files. For CCD, current expenditures include the categories of instruction, support services, and non-instructional services that include fixed charges (employee benefits, rent, interest). They do not include debt service and capital outlay. Instructional expenditures include those for activities dealing with the interaction between students and teachers (salaries, including sabbatical leave, employee benefits, and purchased instructional services). Per-pupil expenditures are weighted by enrollment in computing national averages.

Very Small Schools. For this report, small schools with fewer than one teacher per grade were called very small schools.

Longitudinal Editing and Imputation of CCD Data

The Common Core of Data relies on state-level aggregation of district information and transmission to NCES. In that process, there are occasions for errors in interpretation by respondents and errors of data entry. It is impossible to identify many errors because the resulting figures, by themselves, appear to be reasonable. However, when data from 8 years are merged, it is possible to make much more precise identification of errors. For example, a district whose reported enrollment pattern over 8 years is (375, 390, 365, 40, 415, 420, 410, 430) can be assumed to have a data entry error in the fourth year—an enrollment of about 400 would be a reasonable estimate for that year. In preparing this CCD longitudinal report on small rural school districts, extensive editing and imputation were undertaken. The specific steps are described in this section. Chronologically, the 1986-87 through 1991-92 data were edited and imputed simultaneously, and the 1992-93 and 1993-94 data were subsequently imputed using the values from the preceding years. The editing and imputation was performed in the following 15 steps.

Step 1. Specify the records to be included. Identify school districts that change type from regular to nonregular and back, and set the type to be constant. Reported types of some districts in Maine, Massachusetts, California, Ohio, Virginia, and Vermont were changed in some years. (For one LEA on the Mississippi River whose state did not match its identification code, the variable

STATE was changed.) Also, if any district has no students, no teachers, and no schools, and does not merge with any schools on the school file, in any year, delete it from the file. This step determines the number of district records on each year's file.

Step 2. YEARS. Create YEARS, a string with one character for each year: "Y" if the district is on the district file and merges with at least one school on the school file in the year, "N" if the district is on the district file but merges with no schools on the school file in the year, and "M" if the district is not on the district file in the year.

Step 3. Number of schools. If the number of schools is missing for a district for a year, use the number from a preceding year with data. If the number is not available for any year, use the number of records on the school file for the district. (If none, set the number of schools to zero.)

Step 4. Grade span. If high grade and low grade are missing for a year, use the previous or closest year if some year has data. Otherwise, impute from school file. If the school file grade span is indeterminate, but there is a school, impute KG-to-12. Otherwise (if there is no school), impute as missing. Edit gradespans to remove cases in which low grade is higher than high grade—set them equal to whichever is not imputed, or if neither is, to the lower of the two.

Step 5. Number of teachers. Set spurious zeros for numbers of teachers (in Massachusetts and Michigan in 2 years) to missing. If number of teachers is missing in a district for a year, use the sum from the school file if there is a match. Otherwise, use a prior year's count, or if no teacher counts are available for any year, impute a value equal to the product of the number of schools times the number of grades in the gradespan (i.e., one teacher per school per grade). If the gradespan is indeterminate, impute one teacher per school.

Step 6. Edit number of students. Replace zero or missing values for enrollment in a district, or values that differ from an adjacent year by both 40 and 40 percent, with positive values from the school file whenever available. Note that when single years were added to the file later (i.e., 1992-93 and 1993-94), this step was repeated.

Step 7. Edit student/teacher ratio. Remove large or inconsistent student/teacher ratios (S/T). If for some year, a district's S/T is greater than 50 or S/T is "inconsistent" with both of the 2 adjacent years (by a factor of 2 or more), and the adjacent years are consistent with each other, then either set S to missing (to be imputed) or impute T directly. If S is consistent with adjacent years but T is not (each by a 40 percent factor), impute T as the average of the two years it is adjacent to. Otherwise set S to missing. One district, new in 1991-92, has number of teachers imputed from 1992-93, because its number of teachers in 1991-1992 created a student teacher ratio greater than 700.

Step 8. Impute number of students. Run PROC IMPUTE to impute total students in the 6 years. The imputation is BY two categories of number of schools (districts with fewer than 4 schools and districts with 4 to 19 schools). No districts with more than 20 schools were missing total enrollment. The average number of schools and average number of teachers were used in PROC IMPUTE.

Step 9. Racial-ethnic percentages. This step imputes ethnic distributions. First, the SDDB (1990 decennial Census, mapped onto school district boundaries) is used to obtain percentages of each district's child population in different ethnic groups. For 27 districts for which no ethnic data are available for any year on the CCD or for the SDDB, impute the average for districts in the same city, or if not available, from the same county. For districts with data in some years but not others, perform the edit check described below, then use PROC IMPUTE. (However, no ethnic data were available for 1986-87, and none were imputed. Ethnic distributions for that year are not included in the report.)

Set inconsistent values to missing. These are values for districts that have values for at least 3 different years, and at least one of the percents differs from the average of all years by both (a) at least 25 percentage points and (b) at least 5 standard deviations. Also, for convenience, set the percentages for districts with zero students to the national averages: 1.1, 6.1, 5.4, 2.2, 85.2, for Asian, black non-Hispanic, Hispanic, Native American, and white non-Hispanic, respectively. Run PROC IMPUTE with the 20 variables (four ethnic groups (excluding white non-Hispanics) for each year from 1987-88 through 1991-92). An additional run using all years' data, but only imputing the last 2 years, was made to impute missing values for 1992-93 and 1993-94.

If the resulting sum of the minority percents is greater than 100 for any district, they are normalized to 100. The white non-Hispanic percentage is set to 100 minus the sum of the other percentages in all districts.

Step 10. Locale code. For districts with schools with locale codes, the NCES standard procedure for deriving district locale codes from school locale codes was used. That procedure assigns the most frequent school locale code in the district, setting ties to the more urban local, with the possible exception that for districts in which at least three-fourths of the schools have locales spread among values of 1, 2, 3, or 4 (i.e., in metropolitan areas) but the most frequent single school locale is 5, 6, or 7 (i.e., large or small town or rural), the district locale would be set to the most frequent of the values 1, 2, 3, or 4. (That exception did not occur in these data.)

For districts with no locale code in any year, the most frequent locale code for districts in the same county was used. If no data were available for the county, (a) the value 2 was imputed if the metro status code was 1; otherwise, if the number of schools was less than 5, the value 7 was imputed. If the metro status code was 2 and there were 5 or more schools, the value 3 was imputed; and if the metro status code was 3 and there were 5 or more schools, the value 6 was imputed. These rules are based on minimizing the percent errors based on relations observed for districts with data. Although the locale code was imputed separately by year, imputed values for a district were forced to be constant across years, equal either to the latest unimputed value or, if there were no unimputed values, to the modal value.

Step 11. Percent of school-aged children in poverty. (This variable was taken from the SDDB. It was therefore missing for all CCD districts not present in the SDDB.) The average percent poverty for districts in the same county was used to impute percent poverty. If there were no districts in a county with data, the average value 17 percent was used.

Step 12. Counts of special education students. First, counts in all districts in states which reported uniform zeroes in a year were set to missing, to be imputed. Second, if the number in a district exceeds the total number of students for a district, it was imputed to be equal to the total number of students.

Counts were then translated to fractions of total enrollment, and two variables were created—the average fractions for 1987-88 and 1988-89, and the average fractions for later years. Two averages were used because the values in the earlier years were not highly correlated with the values in later years. PROC IMPUTE was run, with five special education percentages (one for each year from 1987-88 through 1991-92), the two overall averages, and the percent of enrollment that was black non-Hispanic, plus Native American, minus Asian. It was run with separate hot deck distributions depending on whether there was a determined gradespan. These variables were selected on the basis of regression model results. Imputed percentages were translated back into counts.

Step 13. Four types of high school completers. Data were only available for the years after 1986-87, and the high school equivalence results were not available for 1991-92. First, values for 12th grade enrollment were imputed (and later dropped), in order to impute graduates as a ratio to the preceding year's 12th graders. Imputation of 12th grade enrollment occurred if the number of 12th graders was either missing, larger than the total enrollment, or less than half of the total completers (the sum of four fields: regular diplomas, plus other diplomas, plus other high school completers, plus high school equivalencies).

If the grade span was reasonable, the value of the total enrollment divided by the number of grades was used for 12th grade enrollment. Otherwise, if there was a 12th grade and the number of completers was greater than zero, the grade 12 enrollment was set equal to the completers. If 12th grade was not offered or the number of completers was zero, count of 12th graders was imputed to be zero.

A small number of erroneous values for high grade in 1986-87 were set to 12. These were cases in which there were 12th graders enrolled and completers the next year but for which high grade was less than 12. Counts of completers were transformed to ratios to preceding years' 12th graders.

PROC IMPUTE was run after the file was prepared. Variables included were average ethnic percentages and percent in poverty, as well as the average over years of each of the four categories of completers. The latter averages, which normally would be no greater than 1, unless there was substantial in-migration, were not allowed to exceed 2. Values of percentage of 12th graders who earned regular diplomas that differed from the average (across years) by more than 50 percentage points and values of other completion types that differed by more than 20 percentage points from the average were set to missing. Hot deck distributions were selected separately for three sizes of 12th grade cohorts: <20, 20 to 99, and 100 or more. The results were transformed back to counts, and three districts new in 1991-92 were separately imputed to have no completers.

Step 14. All imputed counts on the file were rounded to integers.

Step 15. Impute Per-Pupil Revenues and Expenditures. In addition to variables on the CCD nonfiscal survey file, two variables on the F-33 Census of Governments survey, total revenues and expenditures per pupil, were imputed for the four school years from 1989-90 through 1992-3. For nearly every regular school district, data were present for at least one of the four years. Districts with data in none of these years ($n = 90$) were imputed as the average value of per-pupil revenues and expenditures for districts reporting data in the specified year, by category. The categories for which separate mean values were computed in each of the four years were large and small districts in rural and nonrural settings in each of the four standard geographic regions. (The division of the south into two subregions used elsewhere in this report was not applied to this imputation.)

For all imputations, the first step was to compute mean values of per-pupil revenues and expenditures for the 11,729 regular districts with F-33 data in all four of the school years (1989-90 through 1992-93). The mean values for per-pupil revenues and expenditures were obtained for each of four regions, separately for small and large rural and nonrural districts in each year (a total of 128 numbers). Means were weighted by the F-33 estimate of enrollment in the year.

Next, for each pair of adjacent years, a linear regression function was estimated, using a single predictor (the same measure in the adjacent year), to predict the deviation of a district's per-pupil revenues or expenditures from the mean for that district's region and size and locale category. A total of 12 regressions were estimated (3 pairs of adjacent years, in each order, for revenues and expenditures). The regressions were weighted by the F-33 estimate of enrollment in the year being predicted. Then, for cases missing in a year, the value was imputed as the sum of (a) the mean value for the region by size by locale category for that year and (b) the estimated deviation from the mean based on the regression.

The percentages of data that were imputed for this report range from 0.0 percent to 47.7 percent, as shown in table B2. Except for race and special education counts in the earlier years, none of these percentages were as great as 20 percent. Although these percentages primarily represent missing data, some imputed values are the result of setting unreasonable reported values to missing. As a general rule, most imputed values were based on reported values for the same district in different years, using the rules summarized above. It should be noted that these percentages pertain only to regular school districts, as used in this report. Between 1,000 and 2,000 other entities are included in the Common Core of Data public school district release file.

Table B2. Percentages of values imputed on the district files used in the small rural districts report

| Variable | Year | | | | | | | |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 | 1993-94 |
| Small rural districts | | | | | | | | |
| Gradespan | 0.3 | 0.6 | 0.4 | 0.2 | 0.3 | 0.9 | 0.6 | 0.5 |
| No. of Schools | 0.0 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| No. of Teachers | 3.1 | 2.8 | 11.8 | 0.6 | 2.6 | 3.2 | 8.0 | 3.9 |
| No. of Students | 21.7 | 0.5 | 0.3 | 0.2 | 0.5 | 0.4 | 0.3 | 0.2 |
| Race (Low/High) | -- | 25.-40. | 22.-34. | 20.-28. | 14.3 | 8.8 | 4.0 | 1.8 |
| Special Ed Count | -- | 40.7 | 29.7 | 26.0 | 31.3 | 13.3 | 1.8 | 2.6 |
| Locale | 4.3 | 4.0 | 3.1 | 1.8 | 0.9 | 0.2 | 0.0 | 0.0 |
| Per-Pupil Revenue | -- | -- | -- | 3.9 | 26.1 | 1.6 | 15.7 | -- |
| Per-Pupil Expenditure | -- | -- | -- | 3.9 | 26.2 | 1.5 | 15.8 | -- |
| All districts | | | | | | | | |
| Gradespan | 0.6 | 0.4 | 0.3 | 0.2 | 0.3 | 0.6 | 0.4 | 0.3 |
| No. of Schools | 0.1 | 0.2 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| No. of Teachers | 6.4 | 7.7 | 13.9 | 2.6 | 5.8 | 6.6 | 5.7 | 2.1 |
| No. of Students | 19.4 | 0.5 | 0.2 | 0.1 | 0.3 | 0.2 | 0.2 | 0.1 |
| Race (Low/High) | -- | 26.-36. | 16.-25. | 12.-18. | 10.9 | 7.6 | 5.1 | 2.4 |
| Special Ed Count | -- | 47.7 | 35.0 | 23.1 | 30.4 | 15.7 | 10.2 | 6.4 |
| Locale | 3.5 | 3.4 | 2.8 | 1.7 | 1.1 | 0.1 | 0.0 | 0.0 |
| Per-Pupil Revenue | -- | -- | -- | 2.9 | 15.7 | 1.3 | 12.6 | -- |
| Per-Pupil Expenditure | -- | -- | -- | 2.9 | 15.7 | 1.3 | 12.6 | -- |

Notes: -- Indicates that the measure was not included in this report for the particular year.

Percentages of race/ethnicity imputation, unlike other measures, are for schools.

Three of the entries for race/ethnicity in table B2 represent a range. Before 1990-91, there were different percentages of missing data for different race/ethnicities, ranging from a low for white non-Hispanics to a high for Native Americans. District level race/ethnicity percentages were obtained by summing the percentages for schools in the district, with appropriate weights. However, there were a few districts with no school data. Therefore, in addition to the values imputed at the school level shown in table B2, small percentages of race/ethnicity distributions were imputed at the district level. These percentages were for 0.9, 1.0, 0.4, 0.5, 0.1, 0.2, and 0.3 percent of the districts in the years from 1987-88 through 1993-94, respectively.

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